

LORETO

Grammar School, Omagh



Post 16 Prospectus

2024/2025

"Making young dreams possible"

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Principal's Welcome

‘Rooted, Responsive and Relevant.’

Dear Student,

We are delighted to welcome you to Loreto Grammar School, Omagh for the next stage of your life and educational journey which will place you at the heart of Loreto, at the heart of the community.

Rooted in faith, we are guided by our strong Loreto values and principles, in delivering an education which is responsive and relevant to an ever-changing world. Our Loreto tradition of education ensures inspiration, innovation, progression, transformation and our vocation to embrace change.

We aim to nurture you and each individual in faith development and to equip all with the skills, aptitudes, qualifications and empowerment to take your place in contemporary society, confident in voice and identity, aware of how fully you can contribute to the global, common good and motivated to place your gifts and talents to the service of others.

Our Post 16 Prospectus provides information on admissions criteria and curriculum provision, the diverse ranges of subjects on offer in Loreto: September 2024 - June 2025 and details on specification outlines, course requirements and career opportunities. Greater choice for students is ensured through subjects accessed in the Omagh Learning Community and information is available within. Feedback from students who have studied the various subjects provides an additional first-hand insight into the Post 16 courses and this further enables you to make an informed choice including reference to Third Level Courses and Grade Entry Requirements.

In addition, the prospectus provides an overview of Careers Education, Information and Guidance (CEIAG) including reference to Third Level Courses and Grade Entry Requirements.

Our Key Skills Provision, Leadership Development Opportunities, Extra-curricular, Enrichment and Outreach Programmes at Post 16 are central to the vibrancy, breadth and range of educational experiences on offer. Details are referenced within and include the students' perspective.



Principal Mrs S. Cullinan

A guide to Educational Maintenance Allowance and an overview of Pastoral Care Provision provides further details on the support available.

We trust you find within this prospectus a comprehensive overview of life and opportunities on offer at Post 16 in Loreto Grammar School, Omagh. It is important you feel inspired, enthusiastic and confident going forward. If you require further clarification or information on any aspect, please do not hesitate to contact us.

In continuing your educational journey at Loreto, your dream will be rooted in our shared vision where we, at Loreto, will fulfil our mission in striving for excellence and personal best, the Loreto way ...making young dreams possible!

Mrs Susan Cullinan
PRINCIPAL



LORETO

"Do good, and do it well."

MARY WARD (1585-1645)

Senior Management Team

Vice Principal - Curriculum, Learning and Teaching
Mrs M. Gavin



Vice Principal - Pastoral Care and Welfare
Ms SJ. Fahy
Ms L. Ryan (Acting)



Senior Teacher - Learner Centred Provision
M. C. Campbell



Senior Teacher - Raising Standards
Mrs S. Dolan



Senior Teacher - Links to the Community
Mr S. Hughes
Ms F. Falls (Acting)



Senior Teacht Assessment, Reporting and Data
Miss C. McElduff



Head Girl's Welcome

Hello everyone!

Hello everyone, my name is Tess McKenna and I am honoured to be Head Girl of Loreto Grammar school for 2023/2024.

I would like to extend a warm welcome to all students who are considering transferring to Loreto for Post 16. In June 2022, I completed my GCSE journey and made the easy decision to continue with A Level study at Loreto after having completed five happy, and vibrant years. I am fortunate to have countless fond memories of my years here, especially my years in Post 16.

You may be feeling a mixture of excitement and nervousness, but I can assure you that with the help of the supportive staff and all the welcoming girls in the school, you will excel to the best of your ability and achieve all of your dreams. The numerous experiences and opportunities I have had at Loreto have enabled me to grow as an individual and better myself each day.

Loreto offers a wide variety of A Level subjects in which every individual's interests and passions can be catered for. For my A Level pathway, I, myself, chose to take on Chemistry, Biology and History. After having received information on the content of the subjects, I knew that my chosen subjects would cater to my interests. Chemistry is a challenging but extremely rewarding A-level subject which stimulates the mind immensely. This subject has provided me with the opportunity to further develop my understanding of organic chemistry amongst other aspects and gives the chance for practical work which aids with the understanding of the topics.

Biology is a fascinating subject which has nurtured my interest in following a career pathway in healthcare. Furthermore, the study of biology at A Level provides you with a deeper understanding of topics previously studied at GCSE including populations and processes of the human body and plants.

History has been a subject that I have adored since junior school. Being provided with in depth knowledge regarding the history of Russia, Germany and Ireland has been extremely fulfilling and this subject has also allowed me to further develop my essay skills and analytic writing.

Every girl at Loreto, receives exceptional support and education from highly qualified and dedicated teachers and support staff who work together to create a respectful, encouraging environment. With the abundance of extracurricular activities offered by the school, each student's unique abilities and interests are nurtured, and there is something for everyone. Personally I have attempted a variety of activities, such as joining the Student Council, joining the prestigious School Choir, and taking part in public speaking competitions.

I also had the honour to partake in our most recent school musical 'Sister Act' which ran at the Strule Arts Centre for seven shows. This musical was without doubt one of the most rewarding and fulfilling experience I have had to date in which I took on the role of Mother Superior. Having the opportunity to work collectively as a school to create a piece of magic for the stage is something I will treasure forever.



The countless extracurricular activities offer a chance to broaden your horizons and discover new talents and passions within your own self.

Year 13 at Loreto also provides the opportunity to partake in a community Outreach Programme through the RE Programme which is a most memorable experience. The Programme enables students to play their part in the local community and actively demonstrate our Catholic faith. From being a Faith Friend, preparing primary school pupils for their Confirmation or First Holy Communion, getting involved with the local SVdP, this Programme allows us to help others both spiritually and practically. In Loreto, our fantastic facilities make independent study periods an enjoyable part of the school day. Specific areas such as the Study Hall and Library are specially kitted out with all the technology you could need to work and revise to a high standard, in a focused and supportive environment. Our Study Supervisor and Librarian are always on hand to offer help and guidance when you need it!

As I near the conclusion of my Loreto Journey, I can truly relate to the saying that "The memories of school days passed are the ones that make our hearts smile". I reflect on the invaluable educational and personal development opportunities provided by Loreto. As you commence your new beginning into Post 16 at Loreto, I encourage you all to also embrace every moment, making sure that you enjoy the laughter and the new and exciting experiences.

Head Girl - Tess McKenna

Welcome to Loreto Post 16

Dear Student,

You are most welcome to Loreto Grammar School, Omagh. The core purpose of this Prospectus is to provide you with information about our broad range of curriculum choices and enrichment programmes available in Post 16 at Loreto Grammar School, Omagh.

At Loreto, we are committed to 'making young dreams possible' by setting you on a personal pathway to excellence. Our Pastoral Focus for academic year 2023/24 is *'Keeping our Focus Fixed'* and in Post 16, our focus is firmly fixed on supporting our students to achieve their personal best in life after Loreto.

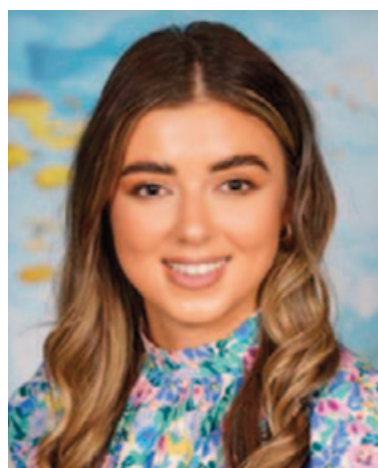
We fully recognise that your experience at Post 16 will shape your prospects, whether it is securing a place in your chosen University course, acquiring an apprenticeship, or moving into employment. Our supportive and nurturing Post 16 environment will meet your needs whilst preparing you for your future career. We, alongside our team of committed, experienced Class Teachers, Form Teachers and Support staff will ensure that you will be supported in your transition from GCSE to A Level and afforded every possible opportunity to flourish.

In our dynamic Post 16 community, every pupil is valued equally and has a real sense of belonging. We will prepare you to take your place in society as generous, well informed, compassionate people to contribute to the common good. Our Loreto education ensures that you can develop an enhanced understanding of yourself, your emotions whilst building healthy relationships, developing resilience, grit, and a sense of team spirit. Our holistic, person centred approach to education ensures you are empowered to become dynamic leaders of the future, with heart, wisdom, vision, and the will to influence and bring change in society.

After reading our Prospectus, you may wish to seek further information about our admission criteria, a particular course or enrichment programme, please do not hesitate to contact our school; telephone number: (028) 8224 3633 and we will respond to your queries. We look forward to welcoming you into Post 16 at Loreto!



Head of Year 13/14:
Mrs A. Kelly



Head of Year 13/14:
Miss C. Cumiskey



LORETO

"Do good, and do it well.""

MARY WARD (1585-1645)

The Transition to Year 13 - Student Voice

Transitioning from GCSE to Post 16 seemed daunting to me at first, but Loreto has provided a supportive and encouraging environment that has facilitated my smooth transition into Post 16. I study Irish, Geography and English, all of which I have loved studying since Year 8. I thoroughly enjoy studying Irish as I can enhance my understanding of the language and deepen my knowledge of Irish literature and grammar whilst engaging with Irish culture. In Geography, I am able to draw on the content from my GCSE years to broaden my knowledge of the world around us whilst improving my problem solving and critical thinking skills through the content covered. In terms of English, I enjoy being able to analyse and develop my academic voice by studying both texts of 'Frankenstein' and 'A Streetcar Named Desire'.

The workload has increased greatly from GCSE to A Level but thankfully, my teachers and peers have made these subjects interesting and enjoyable for me to study. What I have loved most about Post 16 are the incredible opportunities I have been able to take part in especially through the RE Programme where we attend a weekly discussion-based class with guest speakers and take part in the Outreach Programme in which we are able to give back to our community. I chose to become a Faith Friend to a Primary 7 in Holy Family Primary School to help strengthen their understanding of faith in preparation for their Confirmation. Year 13 has definitely been my busiest year yet, but it has undoubtedly been the best and I cannot wait to continue my exciting journey through Post 16 with Loreto.

Cara McCance - Year 13

When I was going into Year 13, I was scared and a little terrified of all the new things coming my way. Everything was going to change. However, the transition has been much easier than I ever expected. My teachers have been a great source of encouragement and support. I believe I have only made my year even better by throwing myself into so many different activities – the Young Soroptimist Public Speaking Competition, the Oireachtas essay competition, SistersIN, and the Concern Debating Team which has no doubt been the highlight of my year. This year I have made new friendships, developed new skills, and pushed myself out of my comfort zone to do great things. Adjusting to Post 16 life was quick and easy.

The best advice I could give to my peers is to wholly embrace this transition in your life and not to fear it – though we may be unsure where we are going the support system throughout the school provided by its exemplary staff will ensure you will end up in the right place. Don't be afraid to talk to teachers, your friends, and your peers; they are only there to help you. Year 13 is a wonderful experience which will provide you with so many opportunities. It is a time for growth, personal change, and self-discovery, and I am sure that every person in my year and those to come are capable of great things.

Emma Skidmore - Year 13

The transition from GCSE to Post-16 education has been an incredibly positive and empowering journey for me. Being daunting at first, my opinion quickly changed as I realised I had the opportunity to curate my own educational path and delve deeper into subjects that truly sparked my interest and passion. This flexibility allowed me to select a combination of subjects aligned with my career aspirations and explore areas that I had only scratched the surface of during my GCSE's.

I am studying Maths, Chemistry, Biology and Geography at AS. Whilst these subjects are known as challenging, helpful teachers and even classmates helped the smooth transition and were always there for a helping hand. From the beginning of Year 13, I have broadened my horizons, whether it is being part of the RE Programme and helping P7 pupils prepare for their Confirmation, to participating Confirmation, to participating in the Pope John Paul II Award, or even being a member of our Young Enterprise team. I have enjoyed my time so far at Loreto and look forward to what the future brings.

Mia Feeny - Year 13

My first five years in Loreto were very enjoyable and memorable but I have to say that my current experience in Year 13 has been super. While the thought of choosing and doing just three subjects was simultaneously daunting and exciting, the support and guidance I received from my teachers at Loreto made the difficult decisions infinitely easier. I am currently studying Business Studies, English Literature and Sociology. While the workload and the general content of the subjects is massively different from GCSEs, I find them far more enjoyable.

The ability to choose your own subjects inspired me to try harder and enrich my experience in school as I am studying content that I am genuinely interested in. I have also made more friendships and gotten closer with my old friends.

I really appreciate the opportunity to try new subjects like Sociology which is fascinating and expand on my knowledge from taking GCSE Business Studies. Year 13 has inspired me to take part in more clubs and extracurricular activities, mainly the Debating Team. Debate has developed my confidence, allowed me to meet new people and helped me develop skills that will help me throughout life. Year 13 has been the busiest year so far, but it has also been my favourite and I'm excited for the rest of my Post 16 journey.

Caoimhe Devlin - Year 13

Post 16 Admissions Criteria 2024/2025

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 staff.
 - 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. Qualifications obtained externally, not through provision at Loreto Grammar School (including Omagh Learning Community), can contribute to points for entry but cannot be included in Loreto Grammar School's Data Analysis, Publications or Awards.
 - 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) Those who have chosen 4 subjects, and have the particular subject as their 4th preference, will be removed (and asked to choose a different 4th preference);
 - (b) The total number of GCSE points score will be applied;
 - (c) 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 points may consider taking a 4th Advanced Level subject from the remaining option pool.
- The above criteria may change dependent on the availability of places.

NOTE: SUBJECT OFFER

- 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.
- 3.3 Loreto Grammar School is a Voluntary Grammar School and all parents should be aware that: Voluntary Subscription of **£70** per student per annum is requested with concessions for families - **£70 for 1 child, £120 for 2 children and £150 for 3 for more children.**
- 3.4 It is compulsory to wear the school uniform.

Post 16 Admissions Criteria 2024/2025

AS and A LEVELS:

At Post 16 students choose from an extensive range of applied and general subjects offered by this school:

Art and Design(A), Biology(G), Business Studies(G), Chemistry(G), Design and Technology(A), Digital Technology (G), English Literature(G), Geography(G), Government and Politics(G), History(G), Health & Social Care(A), Irish(G), Life & Health Science(A), Mathematics(G), Nutrition and Food Science (G) Psychology(G) Religious Studies(G) Sociology(G) and Spanish (G)

BTEC Qualifications:

BTEC Level 3 National Extended Certificate in Sport

BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development

Please note:

The above list of AS and A Levels is subject to change.

Additional subjects, including French, Music, and Physics, may be offered via the Omagh Learning Community. Please refer to the school's option pools in the relevant year.

Subjects may be transferred to the Omagh Learning Community or not offered where a low uptake occurs 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 2019 and Office 365.

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 2024-25 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.

(This examination board is subject to review)



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 (A2) and Design and Technology (A2)

BTEC Sport is delivered in Loreto Grammar School

BTEC Children's Play, 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.

*OLC = Omagh Learning Community

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

Post 16 Subject Choices: Loreto 2024 - 2025

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

POST 16 - AS AND A' LEVELS: (A – Applied, G – General)

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

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

Please note other courses are offered via the Omagh Learning Community, e.g. French, Music. Please refer to the school's option pools in the relevant year. Also, subjects may not be delivered where a low uptake is anticipated in any given year.

Examination Boards



Post 16 subjects follow the new revised specification as outlined in CCEA, AQA, WJEC, EDEXCEL or Pearson 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 2024-2025 will be dependent on pupil uptake in August 2024.

Examination Board	Subjects offered/availed of by Year 13 Loreto Students 2023-2024	Modular	Linear
 www.aqa.org.uk			
	Sociology		✓
 www.ccea.org.uk			
	Art and Design	✓	
	Biology	✓	
	Business Studies	✓	
	Chemistry	✓	
	Digital Technology	✓	
	English Literature	✓	
	French (OLC)	✓	
	Geography	✓	
	Government & Politics	✓	

Examination Boards (Continued)

Examination Board	Subjects offered/availed of by Year 13 Loreto Students 2024-2025	Modular	Linear
 www.ccea.org.uk			
	Health and Social Care	✓	
	History	✓	
	Irish	✓	
	Mathematics	✓	
	<i>Music (OLC)</i>	✓	
	Nutrition and Food Science	✓	
	<i>Performing Arts (OLC)</i>	✓	
	Physics	✓	
	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 Digital Media Production</i>	✓	
	<i>BTEC Agriculture-Land Based Business (OLC)</i>	✓	
	Design and Technology		✓
	<i>BTEC Engineering (OLC)</i>	✓	
	BTEC Sport	✓	
 WJEC			
	Psychology	✓	
 www.pearson.com			
	<i>BTEC Children's Play Learning and Development</i>		



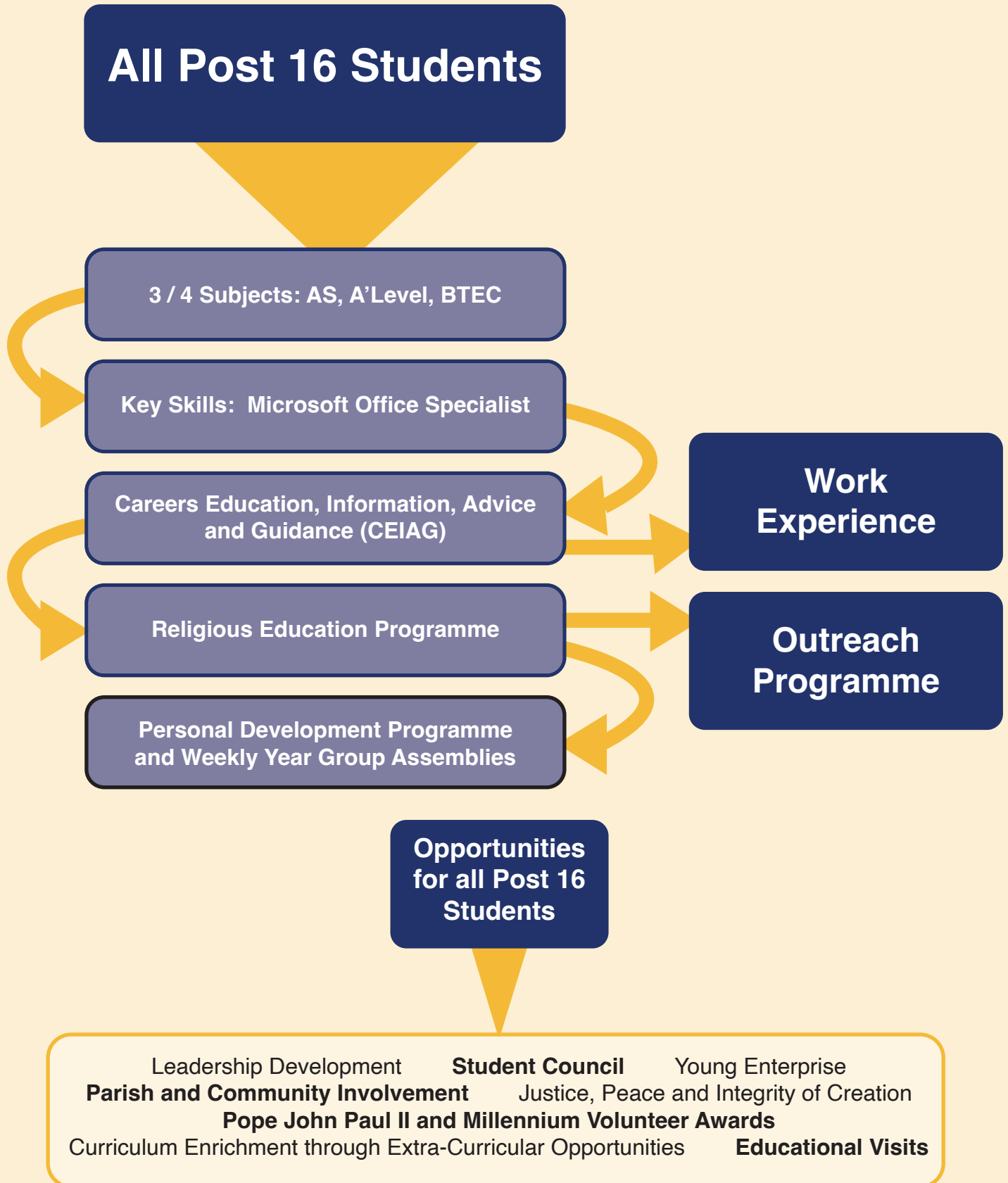
Note:

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 2023-24 courses were accessed in:
SWC – South West Regional College, CBS – Christian Brother's School, OA – Omagh Academy, Sacred Heart College.

"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.





Art & Design



"Creativity 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.

RECOMMENDED GCSE SUBJECTS AND GRADES

A* - C Art and Design

OTHER CONTRIBUTORY SUBJECTS

English Literature
Digital Technology
Media Studies
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



I really enjoy AS Level Art and Design as it gives me the chance to use my imagination and creativity in a different way from my other academic subjects. Art is a form of self expression. Art is not about being perfect it's about enjoying the process.

Sarah-Jane - Year 13

Art and Design allows me to freely express my ideas and creativity, I am most interested in textiles and portraiture. This subject has inspired me to pursue a career in design.

Abigail - Year 13

I highly recommend studying Art and Design at A Level. It has allowed me to improve my skills and try new techniques. Art and Design is my most enjoyable subject. I have visited the McKenna Gallery, explored printmaking and new drawing media which has allowed me to develop my creativity and ideas.

Anna - Year 14



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. 2020/21 theme is 'Fragmented'.
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 (1000-2000 words) and practical response making a personal response to a theme set by the examination board. e.g. 2020/21 theme is 'Location'.
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

"Biology... is for life!"



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.

Biology is an interactive and stimulating subject that I thoroughly enjoy. The subject opens up so many doors to future pathways. The practical elements ensure that you are constantly engaging and developing your knowledge. I would highly recommend taking on Biology.

Tess McKenna - Year 14

I chose Biology because I wanted to avail of the opportunity to open up more career paths for the future. I've really been enjoying the subject and highly recommend it. I especially love doing practical work and I've learned so many new things in a fun and interesting way.

Eireann McKenna - Year 14

Biology is a subject that has interested me since Year 8. The practicals are fun and the content is detailed, but very interesting. Biology is so useful for choosing courses at University and it is an enjoyable subject that I highly recommend.

Tara O' Hagan - Year 14

Biology



CAREER POSSIBILITIES

Biology will provide opportunities for careers such as:

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

I chose Biology because it keeps so many career pathways and University options open. Every lesson is incredibly interesting and a lot of the content compliments other subjects. I would recommend Biology for anyone considering it because it is very enjoyable and fun.

Meabh Ward - Year 14

For AS I chose Biology as I hope to pursue a career in medicine. I also really enjoy Biology as I find it interesting learning about life and living organisms. I would recommend considering choosing Biology for A level, as it opens many doors for the future and if you are willing to put in the work, it is definitely a manageable subject. Good luck with your choices.

Sarah Swift - Year 14

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*-AB
GCSE Biology	A/B

OTHER CONTRIBUTORY SUBJECTS

Chemistry (GCSE)	A/B
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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

"Making the World your Business"

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.

Throughout my GCSEs and A Levels I chose to study Business Studies at Loreto. I decided to further my strong interest in the subject by going down the route of an apprenticeship in Business Management at PwC in Belfast. Business Studies has helped me understand the fundamentals that contribute to a firm such as PwC and the factors that make it successful. I have also took the knowledge gained in Business class to use in my Leading on Customer Operations Degree when it comes to writing assignments and creating projects. I feel I have had a head start in my career by applying the knowledge I have received from studying Business Studies at Loreto

Ciara Daly - Subject Ambassador



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	

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

SUBJECT CONTENT

AS

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

A2

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

METHOD OF ASSESSMENT

Data Response Questions

Case Studies



"listening"

Chemistry



"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.

I have always loved Chemistry and as I have progressed through the school my interest has continued to grow, as I thoroughly enjoy both the practical and the theory aspects. At AS this is no different, with Chemistry as one of my favourite subjects. I also chose to take on Mathematics, Biology and Geography at AS, all of which I feel interlink very well, giving a broader knowledge of the sciences. Chemistry also allows for many opportunities in the future, within engineering, the medical field and many other sectors, therefore it holds many doors open. My advice for anyone debating choosing AS chemistry is that if you enjoyed it at GCSE and are willing to put in the effort, Chemistry will be a very rewarding subject and the hard work will indeed be more than worth it!

A Level Student

RECOMMENDED GCSE SUBJECTS AND GRADES

Double Award Science: AA or higher
Grade A in both C1 and C2 units
Triple Award Chemistry: B or higher

OTHER CONTRIBUTORY SUBJECTS

Mathematics, Physics, Biology

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.



Chemistry

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

I decided to choose Chemistry at AS Level as I really enjoyed Chemistry at GCSE, and it was always one of my favourite subjects. I am thoroughly enjoying the AS course, and although it can be difficult, it is rewarding if you are willing to put in the work. Studying Chemistry creates many opportunities for future careers, and I would really recommend Chemistry to anyone if you had an interest at GCSE.

A Level Student

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

Children's Play Learning and Development

A broad basis of study of the early year's sector. This qualification is a two-year programme which will provide you with the opportunity to develop your knowledge, skills and understanding of Children's Play, Learning and Development in a variety of settings. This qualification is equivalent to one A Level and designed to support progression to higher education.

Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development

Unit	Unit Title	GLH	Type	How Assessed
1	Children's Development	120	Mandatory	External
2	Development of Children's Communication, Literacy and Numeracy Skills	120	Mandatory	External
3	Play and Learning	60	Mandatory and Synoptic	Internal
Optional units- Learners complete one unit				
5	Keeping Children Safe	60	Optional	Internal
6	Children's Physical Development, Care and Health Needs	60	Optional	Internal
8	Working with Parents and Others in Early Years	60	Optional	Internal
11	The Early Years Foundation Stage	60	Optional	Internal

Key Features of BTEC CPLD

Externally Assessed Units

A summary of the type and availability of external assessment, which is of units making up 66% of the total qualification.

Unit Type

Unit 1: Children's Development

- Written examination set and marked by Pearson
- 1 hour 45 minutes
- 90 marks.

Unit 2:

Development of Children's Communication, Literacy and Numeracy Skills

- Task set and marked by Pearson and completed under supervised conditions.
- In part A, learners will be provided with a case study of an early years centre, two days before a supervised assessment period in order to carry out research and gather more information.
- In part B, the supervised assessment period is three hours in a period timetabled by Pearson. Contains three activities to complete based on the case study. The unit is externally assessed to show the learner can apply the knowledge and understanding of children's communication, literacy and numeracy learning to practical scenarios similar to those they will face in CPLD settings.
- 68 marks.





Children's Play Learning and Development

Each external assessment allows 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 resit external assessments during their programme.

The styles of external assessment used for qualifications in the Children's Play, Learning and Development 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.

Grading

A learner's final qualification grade reflects their achievements across units in their BTEC course. Both internally and externally assessed units are individually graded, and each final unit grade is allocated points. Internally assessed units are marked and graded in the Centre and subject to external verification by Pearson.

Externally assessed units are marked and graded by Pearson. Units are graded Pass, Merit or Distinction. Total points scored across all units are used to calculate the final qualification grade.

Eg. Achievement of a Certificate with a D grade:

	GLH	Type (Int / Ext)	Grade	Unit Points
Unit 1	90	Int	Distinction	24
Unit2	90	Ext	Merit	22
Totals	180		D	46

My name is Siofra, and I am a Year 13 BTEC Children's Play 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 student.

In order to get your accreditation, you get the opportunity to 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 pre-school and school aged children. 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.

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.

Year 13 Student



1st In Northern Ireland GCSE Child Development 2019

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.

Design & Technology



“Design & Technology... where knowledge and creativity unite”



Example of Post 16 product

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

CAREER POSSIBILITIES

Design and Technology combined with Sciences and Maths is excellent for Engineering.

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

RECOMMENDED GCSE SUBJECTS AND GRADES

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

GCSE Design & Technology is not a requirement for A Level

GCSE Maths skills are required for the numeracy elements of the A2 exam.

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

I chose to do TD GCSE and A Level because it gives me the opportunity to work both independently and in a group to plan, make and finish a project. It enhances my problem solving skills, creativity, time management and offers practical skills and knowledge. TD also provides me with a wide range of opportunities in University courses, apprenticeships and employment in the future.

Cora - A Level Student

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 incorporates aspects of Computer Science and Information Technology. It explores how we can use technology to create, store, process, analyse and present information in a digital context. This includes computer architecture, networks, web technology, digital media, programming tools and software applications.

Digital Technology affects many parts of our lives, from work and travel to entertainment and banking. There is also a growing demand for workers with specialist digital skills. The government estimates that we will need 1.2 million new technical and digitally skilled workers by 2025 to satisfy future skills needs.

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

Digital Technology

Studying Digital Technology at AS Level has been interesting and exhilarating to date. It can open doors to many career opportunities from Accountancy to Software Engineering and many more. At GCSE I also studied Digital Technology and it set a base for my learning and understanding of Digital Technology. However, since then I have also developed many new computer skills and understanding the way in which a computer works, for example, its storage system and its different roles within a software development system. I am honoured to be a ICT Ambassador along with my classmates, and together we organise computing clubs weekly at lunch times to introduce the juniors to platforms such as Scratch and Minecraft. This provides us with a great experience in developing our leadership skills also.

Year 13 Student

Digital Technology is an enjoyable and fascinating subject to study for AS. I did not study Digital Technology at GCSE level, but it has been easy to follow and I'm glad I took it on. The course has developed my understanding of everyday activities such as the logistics of online shopping and shown me new terminology such as HTTPs and command line interfaces. I have also been appointed ICT Ambassador through studying this course which allows to get real experience of the theory covered in Digital Technology. Digital Technology explores many key concepts, and I would thoroughly recommend this subject for others.

Year 13 Student



Ciara Mullan

Class of 2019, Digital Technology, who was recipient of the JP McManus scholarship for achieving 3* in her A Levels.

Digital Technology is an exciting and amazing subject. It opens mass opportunities for your future. Taking on Digital Technology for AS Level has increased my knowledge of the surrounding world such as understanding the processes of online shopping and online banking. I did GCSE Digital Technology and I have found the transition to A' level quite seamless and easy. I have gained life skills that will remain with me throughout my future career, and I really have enjoyed studying this subject.

Year 13 Student

Digital Technology is a fantastic, immersive and hands on A' Level, it supports collaborative learning that has no boundaries. I didn't realise at the time just how much I developed my teamwork, problem solving and communication skills through developing a database project, building SQL and writing Java programs, paired with the interactive delivery of the content.

When at University, I felt like I was always one step ahead throughout my degree because I had built such a solid foundation in the fundamentals of IT and explored so many of the key concepts that I could transfer across multiple aspects of my degree course. I also found the experience I gained during Digital Technology opened up my choices when applying for work placements, helped my CV stand out and was something I was always asked about in interviews... in a vast range of IT and non IT related jobs!

Past pupil Testimony - Erin McMahon studying Business Information Technology (BIT) at QUB

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.

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	ICT Systems Analyst
Actuary	ICT Engineer
App Developer	Media Researcher
Computer Network Management	Robotic Engineer
Cyber Intelligence Officer	Social Media Manager
Digital Marketer	Software Developer
E-Learning Developer	Software Engineer
Forensic Computer Analyst	Teaching



English Literature



"Creating, Connecting, Communicating"

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.

I chose A level English Literature as I have always been a reader at heart and thoroughly enjoyed the subject, especially at GCSE. Throughout English Literature at AS Level, I have studied various complex characters that have had me debating whether they were a villain or a victim. I have learned to see and understand all aspects of a character and have learned to sympathize with and despise a character at the same time which makes this subject exciting and extremely compelling.

Choosing this subject allowed me to develop my analytical skills, enhance my essay writing ability and form different perspectives through discussions with my peers. All skills acquired in AS English Literature are transferable to many career paths. If you enjoy reading and studying GCSE Literature, then AS English Literature is the subject for you.

Blaithin Quinn - Year 14

I would recommend studying English Literature at A Level, especially if you enjoy reading, writing, and analysing. So far, I have found English Literature very interesting and engaging and have been able to develop both my writing and critical thinking skills. The skills I have learnt in English Literature are also transferable to my other A level subjects, which I find extremely beneficial. I also find it interesting to study the societal expectations and norms within different eras and how these influence the texts we study. English Literature also gives you an opportunity to think independently yet, consider other people's points of view, which are important skills for university and in the future.

Overall, I think that English Literature is a great subject to study at A level and will provide you with lots of options in choosing a future course or career.

Laura Norton - Year 14

I chose to study English Literature for A level because it is helpful in developing my communication and analytical skills. So far, the course has been very appealing and inspiring by showcasing the different interpretations and perspectives that can be drawn from a variety of literary texts. I would recommend English Literature to students who enjoy reading and creative thinking as the study involves developing ideas and views that emerge from the writings of diverse and visionary authors.

Furthermore, English Literature can be particularly beneficial for improving essay writing abilities which can be favourable for other subjects that may also involve essay writing and communication. Personally, A Level English Literature has motivated me to study the influences of historical and social context upon literary texts and opened up my understanding of worlds past and present. Therefore, I would highly recommend it.

Cassie Ward - Year 13

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.

English Literature

I chose A Level English Literature because GCSE English Literature was one of my favourite subjects and my love and passion for the subject at A Level has only increased. A Level English Literature gives you the opportunity to explore a wealth of characters and the complexity of their personas, which makes the subject extremely exciting, incredibly interesting, and exceedingly enjoyable. A Level English Literature also enhances vital skills, such as critical thinking and fluency and coherency of an argument, while expanding your vocabulary. These skills are highly beneficial and transferable to other essay-based subjects including AS Level History.

Currently, we are studying "A Streetcar Named Desire," by Tennessee Williams, which explores complex themes and societal issues in Post War America, and, for Prose, we study Mary Shelley's 'Frankenstein,' which is tremendously riveting and thought-provoking. I highly recommend A Level English Literature to any student, as it is incredibly interesting and informs you about different eras in time.

Zara Broderick - Year 13 Student



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.

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: The 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 External 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.

At AS level, students explore many topics within the broad areas of: Relationships, and Culture and Lifestyle. At A2, the areas focused on are: Young People in Society, and Our Place in a Changing World.

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."



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	

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.

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



Geography



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.

"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, archaeologist, architect, cartographer, census data specialist, civil engineer, conservationist, diplomat, 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, landscaper, marketing, media, 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...



Geography

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.

I have always been fascinated by the complexity of the natural world and therefore Geography is undoubtedly my favourite subject at A Level. Being exposed to more detailed studies of the Earth has only intensified my interest in Geography. The diversity of topics studied at A Level have provided me with the opportunities to develop problem solving, decision making and time management skills which have allowed me to excel in other subjects.

Geography is an incredibly stimulating subject as the real life case studies, within the study of our A Level topic, puts what we are learning into context while also keeping us informed of the current global issues we are facing today. Choosing to study Geography at Post 16 was an easy decision, yet one of the best decisions I have made in Loreto. I have loved my experiences in Geography, and I highly encourage everyone to consider studying this subject.

Grace - 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.



Geography

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

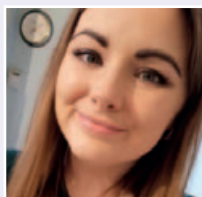
External written examination 1 hour 30 minutes
 The paper has four parts. Each part corresponds to one of the four options and includes two structured questions. Students answer two questions, one from each of their two chosen options.
 24% of A level

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:

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
 NVQ Level 5 in Occupational Health & Safety
 Currently studying NEBOSH Diploma (L6) for Occupational Health and Safety Management Professional

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 did not 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 a Health and Safety Inspector for Health and Safety Executive Northern Ireland (HSENI) covering the construction industry across the country. HSENI is the lead body responsible for the promotion and enforcement of health and safety at work standards in Northern Ireland

How has Geography helped you in your career?

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 thirteen 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?

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. I am now part of HSENI where I use my skills to promote and enforce health and safety standards across construction sites.

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 can 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. If I was able to go back, I would still pick geography as an A-level as it allows students to gain transferable skills that they can bring to any future degree and job.



Government & Politics

"What I want young women and girls to know is that you are powerful and your voice matters"

Kamala Harris - First Female Vice President of the USA 2021

Government and Politics is such an interesting subject and I am so glad that I decided to study it for A level. I have particularly enjoyed learning about the workings of Parliament and Congress. I am currently exploring the concepts of legitimacy and coercion and how they can create stability and instability within a country.

One piece of advice I would give is that you must be prepared to think independently and connect media developments to your work. I would not hesitate to recommend this subject to anybody.

Ella Devlin - Year 14



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

Politics is a challenging and rewarding subject examining the dynamics of human interaction and seeks to understand what happens when individuals and groups struggle with one another to achieve their different goals. Whether its Boris Johnson and the party gate saga or Rishi Sunak and election plans or Joe Biden and his relations with Congress, there is always something new to debate and analyse.

CAREER POSSIBILITIES

Law, Journalism, Marketing, Education and Lecturing, Civil Service, Government, Electioneering Legislative Affairs, Public Relations, Criminology, Social Policy, Media Consultant, Advocacy.

SUBJECT CONTENT

AS

Module 1:

Government and Politics of Northern Ireland.

Module 2:

The British Political Process

A2

Module 1:

Comparative Government

A Comparative Study of the Government and Politics of the UK and USA

Module 2:

Political Power and Political Ideas

METHOD OF ASSESSMENT

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

AS 1: One source and four questions on N.I devolved government

AS 2: Five questions on the British Executive and Legislature and the British Judiciary
AS Level 40% of A' Level

A2 1: One source and six questions USA/UK comparative

A2 2: One source and five questions Political Power
A2 Level 60% of A' Level

"Yes We Can!"

RECOMMENDED GCSE SUBJECTS AND GRADES

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

OTHER CONTRIBUTORY SUBJECTS

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

OTHER INFORMATION:

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

Government & Politics

Subject Ambassadors



My name is Tara Lynne O'Neill, and I am a First-Class graduate of BA International Relations and Politics from Queen's University, Belfast 2023.

My love for politics blossomed when I was given the opportunity to study Government and Politics at A Level in Loreto. I loved studying A Level Government and Politics as it allowed me to explore current political affairs and processes at

both local and international level. Not only did this subject expand my knowledge of the world, but it sparked my interest in international relations and processes of war and conflict, which prompted me to study a degree in International Relations and Politics.

While studying at Queen's, I was a student representative at the Agreement 25 Conference where I had the opportunity to hear from some of the world's most powerful leaders and meet both Bill and Hillary Clinton. I am a member of the Washington Ireland Program class of 2023, one of the most prestigious leadership programs in Ireland and for two months, I completed an internship at the Sine Institute of Public Policy and Politics in Washington D.C.

Currently, I work as a Client Executive at Brown O'Connor Communications, a communications consultancy firm specialising in political affairs and media relations. In my role, I work on political lobbying and public awareness campaigns to support policy change and the running of political engagement programs for a range of high-profile clients.

During my time studying Government and Politics at Loreto, I had the privilege of visiting Stormont and a recording of 'Top Table' at the BBC studios. One of the highlights of studying A Level Government and Politics was seeing my 'conversation' with Stephen Nolan making it into the final cut of the show!

Studying A Level Government and Politics was very enjoyable and wholly beneficial, as I got the opportunity to debate with my classmates and hear their differing opinions too; skills that are not only beneficial to Politics, but life! The subject knowledge I gained from this A Level course formed the basis not only for my university study, but for my career. The American system of government at A2 was undoubtedly my favourite area of study which led me to places like the Irish Ambassador's Residence, the United Nations, and the White House!

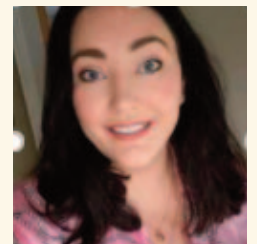
As someone with a passion for political affairs, international relations, and media relations, A Level Government and Politics has provided me with so many opportunities, and I am confident that the organisational, communicative and writing skills I gained from studying this A Level will continue to prove worthwhile!

Tara Lynne O'Neill - Past Politics Student

My name is Maeve Flanagan, at A-Level I studied Politics, Maths, Business Studies and Physics. After which, I went on to study Philosophy, Politics and Economics at Queens University Belfast. During my time at Queen's, I had the opportunity to intern at BBC Politics working on 'The Sunday Politics show' and 'Stormont Today'. I was able to secure this internship based on my interest and knowledge, which I attribute to the base knowledge developed at A-level. This internship proved invaluable in helping me secure a graduate training programme within management consultancy; an industry I have worked in over the last 11 years.

I am now a Director in EY's Technology Consulting Business in Dublin. Working in Technology Consulting I work with a variety of clients across industries including Public and Government Organisations, Banking, Life sciences, Telecommunication, etc. Here I work with Senior Executives to help them shape their organisations for the future leveraging the latest technologies. I am currently working as the EY Account Director for a large Government Department in Ireland. I lead multiple teams of EY consultants implementing complex systems to help the Government Department transform how they deliver services to the Public. This includes supporting new solutions for how large sections of public servants engage

with HR and Payroll services, finance systems, and in the development of data insights in near real time to help decision makers determine which initiative are delivering real benefits to the public to support future policy decisions.



The breadth of skills developed in my study of Politics at A-Level ultimately supported me in achieving a career in consulting. In particular Politics enabled me to build me critical thinking skills, which I use today to work across breadth of different businesses and industries. I really enjoyed the study of Politics, of all my studies it was the subject which I could apply to real-life. You get to understand local, national and international political systems. During my time Barack Obama was mid campaigning in the US Presidential Election which really brought to life the topics we were learning. My love of Politics as developed at Loreto continues today and its fascinating to see the dynamics of power at play – just look at the 2024 US Election!

Maeve Flanagan - Past Politics Student



Health & Social Care



"Caring is our calling"

The Health and Social Care Department follows the CCEA specification and the content within appeals to students with an interest in health, well-being and caring for others. Students are provided with opportunities to study a diverse range of subjects, including care values, communication, family structures, public health and health promotion, social policy whilst developing skills in research, investigation, and analysis.

This subject is available at two levels: AS and A2. Students can take the AS units plus the A2 units for a full GCE A level qualification. They can also choose to take the AS course as a stand-alone qualification.

In the AS units, students explore values of care, and learn about key concepts of health and well-being and the impact of health and ill health on individuals.

Students who continue to A2 will explore how families are supported in terms of contemporary issues experiences, they will become familiar with public health initiatives and health promotion and develop an understanding of service provision for different client groups.

For a full GCE Single Award qualification students will complete six units: three at AS level and three at A2.

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

The three units studied at AS are:

- Unit AS 1:** Promoting Quality Care
- Unit AS 2:** Communication in Health, Social Care and Early Years Settings
- Unit AS 3:** Health and Well-Being

The three units studied at A2 are:

- Unit A2 3:** Providing Services
- Unit A2 4:** Public Health and Health Promotion
- Unit A2 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

'Year 13 Health and Social Care students attending a workshop with Nursing Home Manager as part of their course'



A celebration of our continued successes'

Aine Lawlor Top Performing A Level Candidate Health and Social Care in Northern Ireland 2019



I have always had an interest in health and well-being, so the study of Health and Social Care at A-Level was a natural choice. I have enjoyed studying elements within the tested units and as I enjoy it so much, revision is pleasurable! We have focused on key concepts of health and well-being, factors that impact positively and negatively on our health status, health promotion and the role of organisations that are responsible for our health. We have studied the impact of discriminatory practice on health care setting and the importance of anti-discriminatory practice as applied in such setting demonstrating the importance of care values. Within this subject, we can maximise our grade through coursework. Our coursework centres on a care home setting and how positive care is promoted alongside the employment of effective communication in a health care setting. We are guided and instructed, and this empowers us to independently research and apply the theory learnt. The study of this subject and my immense enjoyment of it has reaffirmed my decision to enter a health care profession.

Sarah - Year 13

The Health and Social Care Department has achieved 'Top Performing A Level Candidate' in Northern Ireland Award on many occasions.

I opted to study Health and Social Care at A-Level as I am interested by health and well-being and was excited by the prospect of venturing into a subject I had never studied before, and it has certainly lived up to my expectations! Both the AS and A2 content is engaging and enjoyable, and I have particularly enjoyed the coursework element of this subject. This year, we have researched different family structures and analysed how social and legislative changes have affected family members. Additionally, we have investigated contemporary issues and particular illnesses that families encounter in society today, and how sectors support families experiencing such issues to meet their unique needs. This has undoubtedly opened my eyes to contemporary issues and their impacts. This has enabled me to adopt a more empathetic approach when working with others. The support and empowerment given in Health and Social Care to reach your full potential is unparalleled, which instils a desire to achieve highly and aspire for excellence. I have no doubt that the skills I have equipped in Health and Social Care will thoroughly prepare me for third level study, and my experience has solidified my choice to pursue a career in a health care profession.

Aisling - Year 14

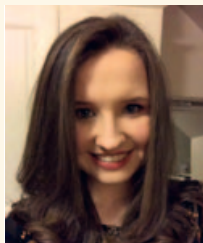


History

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

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.

I made the wonderful decision to do A Level History after I thoroughly enjoyed the subject in both Junior School and at GCSE. While the subject does involve consistent dedication and hard work, it is a wonderful subject to choose at A level. For A Level, I study Maths, Chemistry, Religion and History and I have to say while I love all my subjects, every time I go to History, I am excited to learn and it is never boring. As you make the difficult decision on A Level choice, do not panic or worry, it will all be ok and if you are deliberating on choosing History, go for it, you will not be disappointed.

Year 13 Student

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.

Great Opportunities



Lessons from Auschwitz Project

In March 2019, two Year 13 pupils participated in the 'Lessons from Auschwitz Project', by visiting Auschwitz, completing a project and became Holocaust Ambassadors as a result. The History Department will participate in this project in the future, when the opportunity arises.

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.

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



History



My name is Orla and I study History, Geography, Maths and Biology at AS level. My choice to study History was a last-minute decision as I began Year 13 studying another subject but soon realised that subject was not suited for me. So, I swapped to History because I loved studying it so much at GCSE level. I am so glad I made this decision because I love learning about famous events, stories and the successes and failures of people and nations. My advice to Year 12's considering taking on History next year is to go for it as History is a very rewarding subject and enjoyable to study. It also equips you with skills you can use later on in life although it does require consistent hard work and dedication all year round, the great teachers in the History department will help you massively along the way and I am so glad I made the decision to study History for AS level.

Orla - A Level student

Before I chose History A level, I had no clue on Russian history but even after the first few classes with the brilliant teaching, explanations and notes provided, I knew I was going to love it. loving the subject has made it easy to do the work because I enjoy it! I definitely believe that studying Russian history has not only expanded my history knowledge but also has made me more culturally aware of Russia. My essay writing skills have improved as we do a lot of practise essays to make sure our technique is correct, and this will help us all achieve the very best we can in our exam. A piece of advice I would give would be to keep on top of the work as there is a lot, but once you manage this and take time to study and complete all essays set, you will be right on track! So, if you enjoy learning about different countries' history and have a flair for writing, History is definitely the subject for you.

Sinead - A Level student

Going into Year 13, like many, I was unsure of my future and what career I wanted to pursue. After studying History at GCSE level, I acquired an immense love for the subject whilst attaining invaluable skills and a great degree of independence. This largely influenced my decision to take on History at A Level. Needless to say, studying History at A Level has only enhanced my skill set and increased my adoration for the subject. It requires a great deal of focus and dedication, and in class, not a day goes to waste! We are continually encouraged to methodically discuss, debate and determine. This has led to the seamless and extensive development of my analytical, communication and creative skills- to name a few! I have also found that the skills I have attained through studying A Level History are essential for ALL careers and future paths. So, for those considering taking on A Level History, you need not worry, as I can assure that you, too would immeasurably benefit from this great subject.

Orlaith - A Level student



Irish



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

"Beatha teanga í a labhairt"

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 Michíl*
- Poetry selection



Irish

An Ghaeilge Abú!

Is mise Aisling Nic Annaidh agus tá mé ag freastal ar Choláiste Ollscoile Naomh Muire, ag déanamh staidéir ar Oideachas Bunscolaíochta le Gaeilge. Chríochnaigh mé mo chéad sheimeastar i mí na Nollag, agus is cinnte gurb í an rogha cheart í. Bhain mé an-sult agus tairbhe as an Ghaeilge mar ábhar Ardleibhéil. Tríd staidéar a dhéanamh ar an Ghaeilge, tá cairdeas tógtha agam, tá níos mó muiníne agam asam féin, agus thug mé cuairt ar a lán áiteanna suimiúla.

Irish was always my favourite subject as a student in Loreto. I relished the challenge of learning new words and new grammatical concepts, which has developed my analytical skills and problem-solving skills, which was most rewarding. As a student picking my A-Level subjects, I was apprehensive to choose Irish as I felt not attending a Gaelscoil would hold me back, however, the transition from GCSE Irish to AS Irish was not as difficult as I had expected, as the subject builds upon the knowledge acquired at GCSE. A positive, encouraging environment is created in the classroom which allows you to constantly improve your spoken Irish. This has undoubtedly developed my self-confidence and my communication skills, which will prove essential in my new role as a student teacher.

Jobs in the Irish language sector are continuing to grow, and I was lucky enough to witness this first-hand as an A-Level Irish student. As preparation for our speaking exam, we visited the Turas Centre in East Belfast, where we were shown how Irish has developed into more than just an academic subject, and is now used both on a social basis, and as a key that opens many doors into employment, such as Teaching, Marketing, Law, Government, Journalism, Translation, Media and many more.

Having always been interested in a career in Teaching, studying Irish at Third Level became a natural choice for me. Studying to become a teacher through the medium of Irish has been interesting, stimulating, and above all enjoyable. I have continued to develop my understanding of the language, and have enjoyed studying short stories and poetry. Additionally, my essay-writing skills taught to me during A-Level study have transferred to all elements of my course, and I feel that this has given me a step up when writing essays on topics such as Education. Overall, I would recommend A-Level Irish to anyone who is considering it, as it has allowed me to develop skills in all aspects of my life. Ádh mór oraibh uilig!

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.

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)**

Not to learn Irish is to miss the opportunity of understanding what life in this country has meant and could mean in a better future. It is to cut oneself off from ways of being at home. If we regard self-understanding, mutual understanding, imaginative enhancement, cultural diversity and a tolerant political atmosphere as desirable attainments, we should remember that a knowledge of the Irish language is an essential element in their realisation.

Seamus Heaney

I really enjoyed studying Irish at A level because it allowed me to explore more serious and mature topics through the medium of Irish. Coming from an Irish Medium Primary School I have always been interested in Irish but studying at this level allowed me to really develop my understanding of how language works.

Emma - Cait Past Pupil

I have always enjoyed learning Irish in school but after I attended a Gaeltacht course, I really found my love for Irish. A Level Irish provides me the opportunity to develop this love and to expand my knowledge, whilst also learning about the Irish culture. As someone who initially wasn't fluent in Irish, I was worried that I wouldn't be able to keep up with the workload, but the transition from GCSE to AS was easier than I expected.

Deirbhile Donnelly - Year 14

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

Life and Health Sciences

The CCEA GCE Life and Health Sciences specification was developed with industry in response to the needs of the growing life and health sciences sector in Northern Ireland.

Life and Health Science related industries make up over 25% of Northern Ireland's total economic output and include a diverse range of public and private businesses and employment opportunities, including pharmaceutical, chemical, agricultural, dental, nursing, environmental and allied health professions.

SUBJECT CONTENT

- **Unit AS 1:** Experimental Techniques
- **Unit AS 2:** Human Body Systems
- **Unit AS 3:** Aspects of Physical Chemistry in Industrial Processes
- **Unit A2 1:** Scientific Method, Investigation, Analysis and Evaluation
- **Unit A2 2:** Organic Chemistry
- **Unit A2 3:** Medical Physics



ENTRANCE QUALIFICATIONS RECOMMENDED

- Double Award Science grade BB or Single Award Science grade B
- Maths grade B

AS Level modules:

Unit Assessment Single Award Weightings

Unit AS 1:

Experimental Techniques

Internal assessment Core unit 33.34% of AS 13.34% of A level

Unit AS 2:

Human Body Systems External written examination Core unit 1 hour 30 mins 33.33% of AS 13.33% of A level

Unit AS 3:

Aspects of Physical Chemistry in Industrial Processes External written examination Core unit 1 hour 30 mins 33.33% of AS 13.33% of A level

A2 Level module

Content Assessment Single Award Weightings

Unit A2 1:

Scientific Method, Investigation, Analysis and Evaluation Internal assessment Core unit 20% of A level

Unit A2 2:

Organic Chemistry External written examination 1 hour 45 mins Core unit 20% of A level

Unit A2 3:

Medical Physics

Unit A2 4:

Sound and Light

Unit A2 5:

Genetics, Stem Cell Research and Cloning External written examination 1 hour 45 mins Optional units 20% of A level (Single Award students take any one of these units.)

Life and Health Sciences

UNIVERSITY OF ULSTER DEGREES THAT ACCEPT THIS A LEVEL

- Agricultural Technology
- Architectural Engineering Architectural Technology and Management
- Biology
- Biomedical Engineering
- Biomedical Science
- Biomedical Science with DPP
- Pathology
- Biomedical Science with DPP/DIAS
- Building Surveying
- Civil Engineering
- Construction
- Engineering and Management
- Radiography and Imaging
- Dietetics
- Energy
- Environmental
- Health
- Environmental Science
- Environmental Science with DPP/DIAS
- Environmental Science with Education
- Environmental Science with Psychology
- Food and Nutrition
- Geography
- Geography with Education
- Geography with Psychology
- Health
- Physiology/Healthcare Science
- Healthcare Science (Cardiac
- Physiology or Respiratory and Sleep Physiology)
- Human Nutrition
- Marine Science
- Nursing (Adult)
- Nursing (Mental Health)
- Occupational Therapy
- Paramedic Science
- Pharmaceutical
- Bioscience
- Pharmacy
- Physiotherapy
- Podiatry
- Psychology
- Psychology, Social Radiotherapy and Oncology Speech and Language Therapy
- Sport and Exercise Sciences
- Sport Studies
- Sport, Physical Activity and Health
- St Mary's University College
- BEd(Hons) Primary Science
- BEd (Hons) Post-primary where subsidiary option in Science is available
- Stranmillis University College
- BS (Hons) Post Primary in Maths and Science
- Bs(Hons) Health, Physical activity and Sport
- Queens University Belfast
- Professional Nursing (lower offer entry)
- Midwifery Sciences (lower offer entry)

This subject is to be introduced in September 2024





Mathematics



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

CCEA 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.

CAREER POSSIBILITIES

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

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

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

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



Mathematics

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.

A-Level Maths is an interesting, enjoyable and challenging subject. It requires you to have a solid knowledge of all GCSE content, building on this material from the outset. Despite its challenging nature, with dedication, determination and diligence, Maths will prove a very rewarding and beneficial subject. You need to be a disciplined and self-motivated student as A-Level Maths requires much independent work in order to fully reinforce all content of class delivery. This is especially true where the exam focus is on problem-solving and the ability to select and apply appropriate techniques without a question being structured. I have always really enjoyed this subject and A-Level Maths stretches your ability to the highest level. Loreto Maths Department is exceptionally strong and provides great support with extra resources and has offered continual and valuable assistance in the unprecedented online aspect of my A-Level journey due to Covid-19.

Studying A-Level Maths provides breadth in preparation for many courses and careers, with a great range of transferrable skills. These skills are suitable for medical, engineering, financial disciplines, to name but a few. In Southern Universities, A level Mathematics is worth an extra 25 CAO points. Personally, I am continuing my mathematical studies as a third level student at QUB.

Maria Thompson, Year 14 student 2020-2021 now studying Actuarial Science at QUB



We are delighted with Maria's achievements at QUB; **First year** - Top in Year- Best Student in Actuarial Science and Risk Management.

Second year - Top Student in Actuarial Methods in General Insurance.

Third Year - currently on placement is in Dublin with Hannover Re (a global reinsurance company).

Pupil Work Experience

Whilst studying for my A Levels at Loreto, I availed of work experience in both ALMAC and Kainos. This instilled an interest in various aspects of technology in the workforce. I was very lucky to secure an apprenticeship degree through QUB in partnership with PWC. This meant I was earning while learning and reduced university fees and costs.

One of the highlights of my academic and professional route has been the integration of real-world experience into my education. Placements during the first two years, strategically scheduled during the summer, allowed me to balance traditional university life with the demands of the workplace. The teams at PwC were always so welcoming, dedicating time to guide newcomers through work processes and encouraging exploration of various roles, enabling me to chart my desired career path. One thing that attracted me to PwC was its distinctive culture that places high-quality solutions within a compassionate framework, leveraging technology to genuinely help people, while maintaining focus on placing the customer at the heart of every approach. Some of the impactful projects I have been able to collaborate with include the charity TeachFirst and Birmingham City Council which allowed me to gain a first-hand glimpse into the ways technology can be used to make a positive difference in people's lives.

This experience has not only equipped me with practical skills but also offered unique opportunities for personal and professional growth. I've had the chance to travel to London, immerse myself in cutting-edge software, and attend industry

events like Digital DNA, broadening my perspective on the ever-evolving landscape of technology.

Within the course itself, there is a wide diversity of roles and pathways available. Whether delving into data analytics, forensic investigation, artificial intelligence, or website creation, the spectrum of options within the program is extensive and tailored to individual interests.

For anyone contemplating a career in technology, I wholeheartedly recommend this course. It not only provides a solid academic foundation but also immerses you in the practical elements of the field, ensuring a well-rounded preparation for the dynamic world of Technology Consulting.

Having graduated in Summer 2023, I am now working as an associate at PWC with Technology Consulting. The apprenticeship degree was really rewarding, allowing me to gain hands on experience while completing my studies, with the benefit of a secure job at the end of the process.

Aoife Conway – class of 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.



Nutrition & Food Science



I really enjoy studying A2 Nutrition and Food Science because you learn everything from macro to micro-nutrients to name but a few. It allows you to understand about the importance of different nutrients and their role within your body. It is a really dynamic class filled with great moments whilst one discovers the causes of diseases and how to stay healthy. I truly would recommend it as an A Level subject.

Eimear - A Level Student

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.

I chose Nutrition and Food Science as I really enjoyed GCSE Food and Nutrition. Not only is the class very enjoyable, it is very interesting and informative. It is interesting to learn about the different macromolecules, vitamins, minerals and the dietary requirements throughout the life cycle.

I also chose Biology for AS, and the two subjects work very well alongside each other. I would highly recommend Nutrition and Food Science as an A Level subject for anyone looking to go into a medical, nursing or dietary occupation.

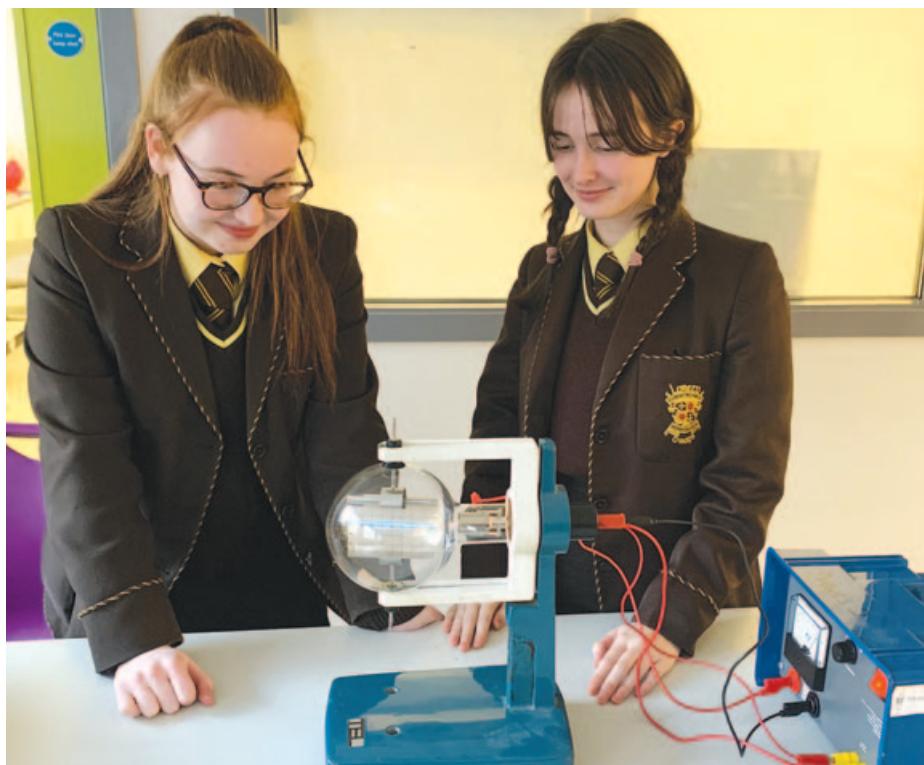
Colleen - Past Nutrition and Food Science Student

As someone who has always had an interest in the study of food and nutrition, I would recommend Nutrition and Food Science to any student wishing to broaden their knowledge on such a topical subject. A Level Nutrition and Food Science boasts a course filled with variety which equips you with invaluable knowledge. Nutrition and Food Science classes are always interesting and never feel like a chore.

Nina - Past Nutrition and Food Science Student



Physics



"In Science we are launching the future."

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

***"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.

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

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.

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:

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

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.



"investigating"

Psychology

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



WJEC A LEVEL SPECIFICATION

(Examination Board Under Review)

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

Psychology



Psychology is defined as the scientific study of our mind and behaviour. Studying psychology challenges you to look beyond what you see, and critically analyse explanations of why we behave the way that they do.

This course gives you the opportunity to gain knowledge of the main Psychological approaches and researchers, such as Freud, Milgram, Biopsychology, Positive Psychology and the work of Behaviourists, as well as developing our understanding of more specific behaviours, like Schizophrenia and Criminal Behaviour.

We will also examine the main controversies and how research is carried out in the field, which will provide students with a thorough foundation for further study in this area.

I feel as though I took a risk taking on A-level Psychology, as I felt I knew very little about the course. I have always been fascinated with how the human mind works and why we act the way we do. Psychology A-level gives an insight to why we think, feel, and behave. It covers a range of interesting topics such as emotions, personality, and behaviour. It is a subject that lets you dive deep into the complexities of human behaviour, and I must admit so far, I'm really enjoying it.

Ciara - Year 13

Psychology is my most enjoyable subject, it broadens my mind and allows me to discover new and refreshing topics I've never learnt about before. I really enjoy the content of Psychology A-Level, as we are currently focusing on the explanations of Criminal Behaviour, Schizophrenia, and Addictive Behaviours.

Studying these fascinating and engaging topics has helped to foster my love for Psychology. Moreover, Psychology has helped me to develop my valuable skills of essay writing and interpretation of content. I am thoroughly enjoying Psychology at A-Level and it has become one of my favourite subjects.

Joanne - Year 14

CAREER POSSIBILITIES

Psychology offers excellent career prospects. There are a large number of careers in this field, but the skills learned will also readily transfer to many other disciplines. Many put their knowledge of Psychology to work in various professions, including:

- Criminal Justice,
- Education,
- Health Care,
- Marketing,
- Business,
- Advertising,
- Human Resources
- 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.



Religious Studies



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.

“The glory of God is man or woman fully alive.”

(St. Irenaeus)

SUBJECT CONTENT

AS

AS Unit 1

An introduction to the Gospel of Luke

Module 2

AS Unit 5

The Celtic Church in Ireland in the Fifth, Sixth and Seventh Centuries

A2

Module 1 A2 Unit 1

Themes in the Synoptic Gospels

Module 2 A2 Unit 5

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.



Religious Studies

"The one who believes is never alone."

(Pope Benedict)

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.

Year - 13 Pupil

CAREER POSSIBILITIES

Accountancy
Journalism
Philosophy
Business Administration
Law

Psychology
Environmental Studies
Media Studies
Teaching
Ethics

Medicine
Theology
Or any Arts course

METHOD OF ASSESSMENT

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

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



Past Pupil / Subject Ambassador

My name is Maria Kennedy and at A-Level I studied Religious Studies, Maths and Geography. Throughout my time in Loreto, I always had a great interest in RE and my studies have had an incredibly significant influence on my faith development. Because of my love for RE and my desire to pursue a career in teaching I chose to study Religious Studies at A-Level. I am currently in my third year at Saint Mary's College studying Primary Maths.

As part of Religious Studies at Post 16 we studied the Acts of the Apostles and St Paul's Letters during which we developed a deeper understanding of Jesus's teachings and Christian mission. I also thoroughly enjoyed learning about the Celtic Church as we explored significant events during this period which contributed to the beginnings of Christianity in Ireland. This was extremely interesting as we gained knowledge about the deep roots of our faith. In Religious Studies I have acquired a better understanding of the social, cultural, and philosophical issues that are present in our world. In modern society, many of the fundamentals of our faith are being challenged and the class debates surrounding these issues was an aspect of RE that I really enjoyed. Through religious studies I have refined my essay writing ability as it has enhanced my communication, critical thinking, and time management skills, all of which will benefit me hugely in the course I have chosen.

My study of RE influenced my decision to study at St Mary's as I see teaching as a vocation. I am grateful to everyone who passed on the faith to me and helped me to come to know God, especially my teachers in Loreto. I would like to do my best in passing on my faith to the young people I will be teaching in the years ahead.

Maria Kennedy - 3rd Year St Mary's Student



Sociology

Sociology is the study of society - how people interact in groups. Sociology explores social behaviour from a variety of perspectives: how it originates and then develops, and the ways people are organised into groups according to distinctions such as class, gender, and race. A-level Sociology looks at the institutions and forces which shape and are shaped by groups within a society, such as the media, religion, and education. The study of Sociology enables and empowers our students to think about society in a new and critical light, questioning the status quo and developing a sophisticated understanding of the real issues that affect the society we live in. It is an excellent subject as it informs students how society works, and it increases awareness of the range of conditions that individuals within society experience. Students often comment that they did not realise how varied the human experience can be and how powerfully group identity shapes a person's future.

In Sociology our students become fascinated by the behaviour of others and why we act the way we do. The Sociology journey enables our students to understand more about human motivation and behaviours through questioning commonly held assumptions, indeed our mission statement is 'In Sociology things are not what they seem!' The Sociology experience is a vibrant, energising, full of encouraging intellectual curiosity, awe, and wonderment as we unpeel the layers of society. Students therefore gain valuable skills and subject knowledge that can be applied to university courses, future careers, and life itself.



RECOMMENDED GCSE SUBJECTS AND GRADES

English at grade B-A* 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.



ASSESSMENTS

Paper 1: Education with Theory and Methods

Assessed

2 hour written exam
80 marks
33.3% of A-level

Questions

Education: short answer and extended writing, 50 marks

Methods in Context: extended writing, 20 marks

Theory and Methods: extended writing, 10 marks

Paper 2: Topics in Sociology

Section A: Family and Households

Section B: Beliefs in Society

Assessed

2 hour written exam
80 marks
33.3% of A-level

Questions

Section A: extended writing, 40 marks

Section B: extended writing, 40 marks

Paper 3: Crime and Deviance with Theory and Methods

Assessed

2 hour written exam
80 marks
33.3% of A-level

Questions

Crime and Deviance: short answer and extended writing, 50 marks

Theory and Methods: extended writing, 30 marks

Sociology is only offered as a 2 year linear course for A2 qualification. AS qualification is not offered.



Sociology

"In Sociology, things are not what they seem."

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

Hannah Year 14

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.

CAREER POSSIBILITIES

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

Past Pupil Profile

The Sociologist Weber argues that Sociology is a Science which attempts to understand and interpret social action to arrive at causal explanations. In other words, we need to understand why people act the way they do. Within my role in The Probation Board for N Ireland, I engage with young offenders in order to produce positive changes in attitudes and behaviour to reduce reoffending by supporting the offender to commit to change. To enable me to perform my job effectively, I follow Weber's views. Sociology inspired me at A-Level and influenced by choice in completing a Social Work degree. Sociology has directed my career in a positive and meaningful way.'

Oonagh McGurk - Social worker

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**

Sociology is a great subject to choose for AS-Level. The topics covered are totally engaging as we study elements of society that we are part of and therefore we can relate to. As a class, we are continually intrigued to discover that in 'society things are never as they seem!' We are encouraged to question what we take for granted such as the idea that everyone has equality of opportunity within education. You certainly will begin a journey in understanding life itself and continue to have a great sense of intellectual curiosity. Leaning the content is never a chore!

Eimear - A Level Student

Through studying Sociology at A Level, I have developed a deep penchant for the subject. Sociology is an ever-relevant subject which has enabled me to understand and explore the different interpretations of how our society functions. Sociology has provided me with a broad skill-set and academic discipline, through cultivating my abilities in critical analysis as well as the ability to coherently explore contrasting Sociological perspectives for how our society functions. It has allowed me to appreciate the importance of an open mind. I have found Sociology to be a stimulating and rewarding subject, granting transferable skills such as communicating complex ideas with articulacy and the ability to structure evidence and arguments.

Cara - A Level Student

Spanish



***There are over 500 million Spanish speakers in the world.
Join the conversation!***

“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.

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

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

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



Spanish



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

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 & Media.

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.

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



BTEC Level 3 Sport

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

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.



“learning”

Key Skills Provision

Key Skills: Microsoft Office Specialist

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 2019.

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.

In light of the success in MOS, Loreto has achieved the 'Centre of Excellence Award' from Prodigy for several years.



Year 13 Students are awarded MOS certificates.
Year 13 students are timetabled for this qualification.



Omagh Learning Community

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 2024-2025 via OLC (subject to change)



BTEC Level 3 National Extended Certificate in Agriculture

Course Structure

A BTEC Level 3 Extended Certificate in Agriculture is the equivalent of one A Level. The course is modular, with students taking four subjects over two years. The units cover a broad range of subjects and applications. Coursework includes practical and project work and assignments based on realistic workplace situations and activities.

Units

- Professional Working Responsibilities
- Farm Livestock Husbandry
- Managing Environmental Activities in Agriculture
- Applied Agricultural Farming Practice

Course Delivery

*The course will be delivered Tuesday 1.30 p.m. to 5.00 p.m. and Friday 1.30 p.m. to 3.00 p.m. *Timings subject to change

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 DAERA Focus Farms to explore best-practice 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 by internally assessed coursework and externally assessed examination.

Skills Developed

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

Entry Requirements

Minimum 4 GCSEs (grade C or above)

A waiting list may be applied, subject to demand.



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*



Music



Omagh
Academy

A Level Music

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.

It is expected that students play a full role in the musical extra-curricular life of their school, as well as joining in music activities at Omagh Academy. Workshops, orchestral concerts, community events and even a trip to London have been some of the recent activities we've enjoyed together.

An OLC Music trip to London took place 25th-27th January 2024

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

Involvement in extra-curricular music, combined with the academic study of music, produces fantastic skills and attributes which are transferable across a wide range of career pathways.

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

BTEC Level 3 Performing Arts



Pearson BTEC Level 3 National Extended Certificate in Performing Arts is the equivalent of a full A Level course. This qualification gives a broad introduction to the performing arts sector with an emphasis on core knowledge and fundamental skills which are transferable across other sectors (including communication, presentation, physical and creative skills).

There are four units of work, of which three of these are mandatory and there are options for the fourth. The course is broken down into a mixture of internal and external assessments.

Investigating Practitioners' Work	Assessment	Externally assessed
<p>Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.</p> <p>In this unit you will:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners • Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners • Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire <p>Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements</p>		
Developing Skills and Techniques for Live Performance	Assessment	Internally assessed
<p>Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles. In this unit you will:</p> <ul style="list-style-type: none"> • Understand the role and skills of a performer • Develop performance skills and techniques for live performance • Apply performance skills and techniques in selected styles <p>Review and reflect on development of skills and techniques for live performance.</p>		
Group Performance Workshop	Assessment	Externally assessed
<p>Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus. In this unit you will:</p> <ul style="list-style-type: none"> • Understand how to interpret and respond to stimulus for a group performance • Develop and realise creative ideas for a group performance in response to stimulus • Apply personal management and collaborative skills to a group performance workshop process <p>Apply performance skills to communicate creative intentions during performance workshop AO5 Review and reflect on the effectiveness of the working process and the workshop performance</p>		
Optional Choice (See Brief Outline)	Assessment	Internally assessed
<p>There are a number of other optional units to choose from which include:</p> <ul style="list-style-type: none"> • Acting Styles • Developing the Voice for Performance • Improvisation • Movement in Performance • Musical Theatre Techniques • Variety Performance 		

Moving On

It is highly beneficial for anybody seeking any sort of performance-based career and it proves valuable for work in broadcasting and the media in general. Performing Arts is useful for anyone entering teaching as a career and particularly as a subsidiary subject for those working in primary and middle schools. In addition to the performance sector-specific content outlined above, this qualification gives learners transferable and higher-order skills that are valued by higher education providers and employers, for example performance techniques, communication skills, team working.



BTEC 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. The Units studied are:

1. The Construction Principles / 2. Construction Design
3. Construction Technology / 4. Health and Safety in Construction

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

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

GCSE Maths pass required for entry.

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

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

1. Construction Principles / 2. Construction Design
3. Construction Technology / 4. Health and Safety in Construction
5. Surveying in Construction / 6. Graphic detailing in Construction
7. Building Regulations and Control in Construction

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

A-C in both GCSE Maths and GCSE Construction required or entry.

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:

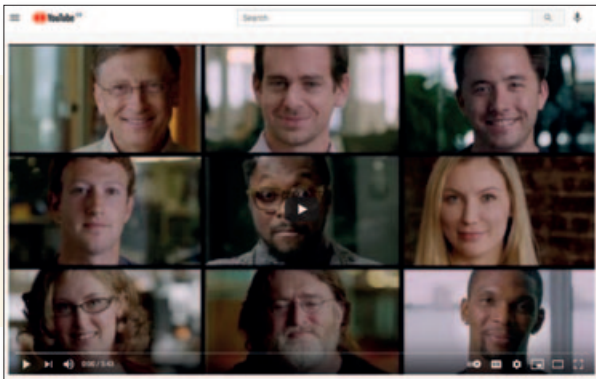
- Architecture
- Architectural Technician/Technologist
- Building Surveying
- Construction / Site Management
- Company Director Construction
- Plant Mechanic Construction Supervisor/Manager Electrician
- Engineering Construction Technician
- Estate Agent Joiner Plasterer Plumber
- Property Developer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



Software System 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

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.

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.

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
- working in a 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 Extended Certificate in Applied Science is the equivalent of one A Level

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

- Principles and Applications of Science*
- Practical Scientific Procedures and Techniques*
- Science Investigation Skills

*Completion of the first two modules will confer a Certificate in Applied Science, which is the equivalent of one AS Level.

Assessment Methods

This qualification is assessed using a combination of methods which are:

- 1 Internal Assessment (assignments)
- 2 External Assessment (exams or set tasks)

Entry Requirements

- Minimum 4 GCSEs (grade C or above – to include Maths and English and Science)



Course Delivery:

*The course will be delivered Tuesday 1.30 p.m. to 5.00 p.m. and Friday 1.30 p.m. to 3.00 p.m

* Timings subject to change



BTEC Level 3 National Extended Diploma Engineering

The Pearson BTEC Level 3 National Extended Certificate in Engineering is designed for learners who are interested in a career in the engineering sector and want to progress to further study in the sector. Learners will take a practical, applied engineering course as part of their Level 3 study programme, which gives them an introduction to the sector.

This qualification has a focus on a broad range of engineering specialist areas. Learners taking this qualification will study mandatory content covering:

- engineering principles and mathematics
- health and safety, team work and interpreting and creating computer-aided engineering drawings
- design and manufacture of products.

This qualification brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.

The proposed modules and assessment methods for Y13 and 14 are displayed below.

Extended Certificate (360 GLH)	601/7584/9	Extended Certificate (360 GLH)	601/7584/9
Year 13	Assessment	Year 14	Assessment
1 Engineering Principles (120)	Mandatory & External (June)	2 Delivery of Engineering Processes Safely as a Team	Mandatory Internally Assessed
10 Computer Aided Design in Engineering	Internally Assessed	3 Engineering Product Design and Manufacture (120)	Mandatory & External (May)

Entry Requirements

Minimum 4 GCSEs at grade C or above which must include Maths and Double Award Science (both higher tier)
OR

Minimum 4 GCSEs at grade C which must include Maths minimum grade B and Single Award Science minimum grade B

If the course is oversubscribed additional entry criteria may be applied.

Course Delivery:

*The course will be delivered Tuesday 1.30 to 5.00pm and Friday 1.30 to 3.00pm

Year 13 classes will continue until early June 2025 (to facilitate exam)

Year 14 classes will continue until end of May 2026 (to facilitate external assessment)

A recognised qualification can only be attained after successful completion of both years of the programme.

* Timings subject to change



Environmental Technology

The CCEA GCE Environmental Technology specification highlights the need to manage our planet's resources more effectively. Students explore how our society will move towards to a more sustainable way of living.

In the AS units, students explore in detail the use of wind, solar and biomass technologies to generate power. They also produce a technical report based on a scenario by investigating the installation and use of renewable energy sources.

Students who continue to A2 investigate the theory and practice behind enhancing the environmental performance of buildings. They also produce a technical report based on the nine elements of the Code for Sustainable Homes.

Why study Environmental Technology?

This science based specification focuses on technological solutions to the energy and environmental problems facing the world today.

Environmental Technology is an applied subject which addresses the challenge of developing and adapting our scientific knowledge to support a more sustainable world. It investigates the potential of renewable energy sources to meet our global energy needs and considers how to conserve our resources by redesigning the built environment.

This specification allows you to;

- develop your interest in science and technology along with an enthusiasm for environmental action;
- appreciate how science and technology can contribute towards a sustainable economy and society;
- develop your awareness of the complex interdependency between human populations and the environment on a local and global scale;
- understand the concept of sustainability and the role of environmental technology in present day and future society;
- apply your skills to relevant work-related scenarios;
- develop decision-making skills;
- research, develop and present your findings in a variety of formats;
- develop advanced study skills in preparation for third level education; and
- demonstrate your understanding and application of key concepts through challenging internal and external assessments.

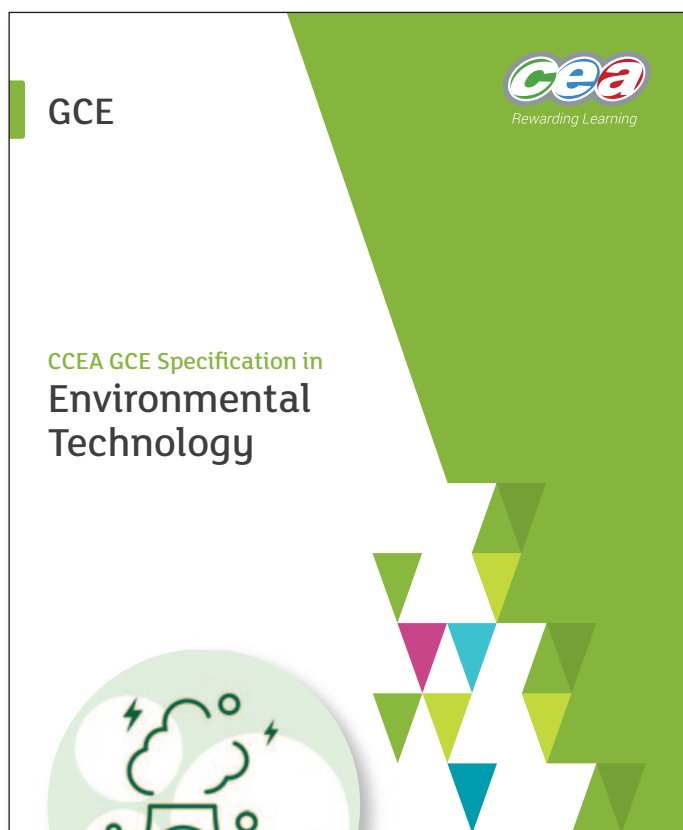
The specification has four units:

Unit AS 1: The Earth's Capacity to Support Human Activity

Unit AS 2: Renewable Energy Technologies

Unit A2 1: Building and Managing a Sustainable Future

Unit A2 2: Environmental Building Performance and Measurement.





"observing"

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 Post-16 and acquire the skills to make informed, supported and independent career choices.

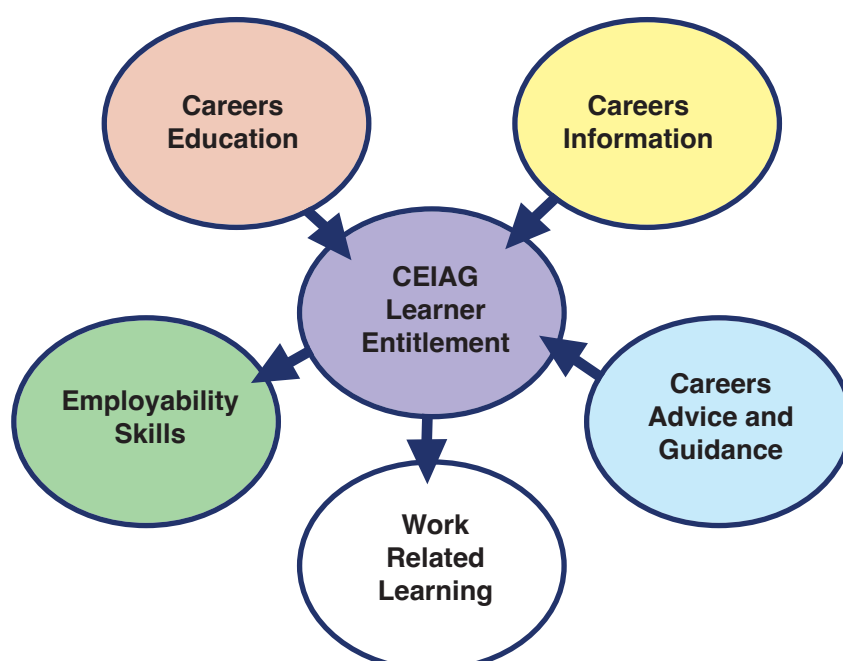
In Year 14 staff aim to ensure A2 Level students are fully aware of the relevant application procedures and receive up-to-date course information. Taught Class, coupled with Individual Careers Guidance Interviews will guide future choices and help students prepare, in an informed manner, for lifelong 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 available to all Post-16 students. The aim is to provide students with valuable experiences of work and broaden, and enhance their career awareness.

These Virtual and In-Person opportunities allow students to view their current course of academic study in the context of employment and long term career aspirations. Students independently negotiate relevant experiences, and the Careers Department also help students to identify and secure suitable opportunities with local employers and high profile organisations, such as ALMAC and Price Waterhouse Coopers (PWC).

Students in Post-16 are also afforded the opportunity to attend Allied Health Profession workshops and seminars, organised by both Health and Social Care Trusts. Furthermore, they are invited to apply to various vocational initiatives throughout the year, such as the Nuffield Research Placement.

The Careers Department utilise important links with outside agencies, such as the Northern Ireland Careers Service, UCAS, CAO, SENTINUS, NISCA, BITC Work Inspiration, Queen's University Belfast, Ulster University and many other Institutions of Further and Higher Education, who deliver presentations and career workshops.

- 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)



STEM

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.

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

Useful Websites for exploring STEM/STEAM Careers

www.prospects.ac.uk

<https://tastycareers.org.uk>

www.tomorrowsengineers.org.uk

www.mathscareers.org.uk

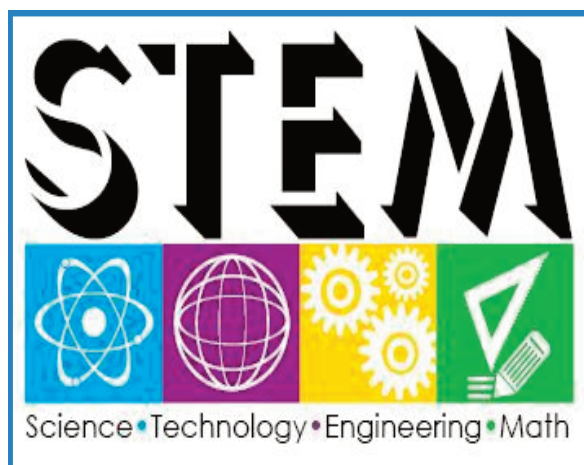
www.sciencebuddies.org/science-engineering-careers

www.stem.org.uk

<https://bringitonni.co.uk/>

<https://artsintegration.com/2018/09/01/steam-careers-for-the-21st-century/>

<https://www.pearson.com/en-gb/schools/subject-resources/science/why-science-matters/your-future-in-stem-a-z.html>



Careers Guide 2024



When choosing subjects focus on **YOUR SELF**:

- Skills and strengths – choose subjects at which you are naturally good.
- Enjoy, like and have a genuine interest in – you will have a minimum of 8 periods per week of each subject.
- Learning Environment - Would you prefer to apply formula and equations in Maths or analyse poems and plays in English Literature?
- Future Career – e.g. Pharmacy - Chemistry, and one other Science subject, preferably Biology.

Additional Considerations:

- A small percentage of university courses will require four AS or four A2 Level subjects.
- Think about useful and facilitating subjects as a relevant foundation for your chosen course, e.g. Government & Politics for Law.
- Explore the content of each subject and know what each module entails.
- Know the Methods of Assessment – Exams or Coursework, or both.
- Consider the GCSE Requirements for university courses e.g. Art for Architecture.
- Modular Subjects: AS Modules account for 40% of your final A2 Grade.
- Linear Subjects e.g. Sociology and Technology & Design; your final grade is based solely on your A2 (Year 14) modules.



BTEC National Extended Certificate (1 A' Level Equivalent)

- QUB will accept one BTEC National Extended Certificate, alongside two A' Levels for all undergraduate courses, except Medicine, Dentistry and Pharmacy.
- BTEC qualifications are not recommended for students thinking about applying for Medicine, Dentistry and Veterinary Medicine, or to Cambridge - Oxford.
- BTECs are not widely accepted by Universities in the South of Ireland and should be avoided by those intent on studying in universities, such as Trinity College Dublin, University College Dublin, TUD, NUI Maynooth, UCC, NUI Galway or the ATU.

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 South of Ireland
www.cao.ie

University Guide and League Tables
www.completeuniversityguide.com
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

University Course Requirements

The following is a list of GCSE & A' Level subjects and grades required for a range of Higher Education courses.

This is not a definitive list and courses can be accessed elsewhere in the UK with alternative subjects and grades.

Course requirements can vary from year to year and the entry requirements listed in this guide were taken from the relevant university websites in January 2024.

For this reason, you should seek the most up-to-date information from the University or College to ensure you are fully informed and aware of any changes to subjects, grades and/or other entry requirements e.g. Interviews.

COURSE	A' LEVELS	GRADES	GCSE's REQUIRED
Accounting QUB	None specified (New Masters Level)	AAB	Minimum Maths Grade B
Accounting UUB	None specified	BBB or BBC if includes relevant subject	Minimum Maths Grade C*
Actuarial Science QUB	Mathematics is essential!	AAA + A in 4th AS Level Or A*AA	Strong GCSE profile required
Architecture QUB	None specified	AAA	Minimum C in Maths & Grade B in Art; evidence of Artistic ability; Portfolio*
Architecture UUB	None specified	BBC	Minimum C in Maths & Grade B in Art; evidence of Artistic ability; Portfolio*
Biomedical Engineering UUB	One from Maths, Physics, Chem, T&D, Biology or Engineering	BBB – BCC depending on subjects offered	DA Award Science C/C; Maths - Grade C* or C – depending on A' Levels
Biomedical Science QUB	Biology or Chemistry (Preferably both) 2nd Science required*	ABB – AAB; depends on subjects offered	Should have particularly good grades in DA Science & Maths
Biomedical Science UUC	Two from list of preferred subjects	BBB	Should have particularly good grades in DA Science & Maths
Chemical/Civil Engineering QUB	Maths and a 2nd Science related subject, preferably Chemistry or Physics	BEng. – BBB/ABB MEng. - AAA	Strong Grades in Maths and Science expected
Civil Engineering UUB	Maths & one from T&D, Geog, Physics, Chem, Biology or Engineering	BBB	Maths B, DA Science BB – depends on A' Level subjects
Computer Science QUB	At least one from list of preferred or relevant subjects	BBB - ABB (BEng.) AAB - AAA (MEng.) depends on subjects	Maths Minimum of Grade C; good GCSE profile expected
Computing Science - UUB	All subjects considered - desirable subject list	BBB – BBC depends on subjects	Maths Minimum of Grade C
Computing & IT QUB	At least one from list of preferred or relevant subjects	BBB – ABB depending on subjects; AAB if no preferred or relevant subject	Maths Minimum of Grade C
Criminology QUB Dentistry QUB	None specified Chemistry and Biology	ABB AAA, plus UCAT and Multiple Mini Interviews	Good GCSE profile expected Very high GCSE Threshold
Dietetics UUC	Preferably Chemistry & one from Maths, Physics, Biology or N&FS	BBB plus In-Person Interview	Minimum Grade C in Maths & DA Science Grade C/C
Education (Primary) St. Mary's, Belfast	At least 1 Primary Curriculum Subject	AAA - AAB Depending on main subject – Interviews	Maths, Science at Grade C

GCSE English Language (Minimum Grade C) essential for entry to all University courses.

HPAT – Health Professional Aptitude Test

QUB – Queens University Belfast

UKCAT – UK Clinical Aptitude Test **UU** – Ulster University

University Course Requirements

COURSE	A' LEVELS	GRADES	GCSE's REQUIRED
Elec/Mechanical Engineering QUB	Maths and one from Physics (preferred), Biology, Chemistry, T&D	ABB - (BEng.) AAA - (MEng.)	Strong Grades in Maths and Science expected
English QUB	English Literature to at least AS Level – Grade A	ABB - BBB depends on degree option	Good GCSE grades
Environmental Health UUB	One from Maths, Chem., Physics, Biology, Geog., H&S, N&FS, Environ. Tech. or Applied Science	BBB	Maths grade C
Finance & Investment Management UUB	None specified - Useful subjects include Maths and Business Studies	BBC or BCC if offering Mathematics or Physics	Minimum Grade C* in Maths
Interactive Computing UUB	All subjects considered; desirable Subject Offer available	BBC – BCC depending on Subjects	Minimum Grade C Maths
Law QUB	None specified	AAA	Strong GCSE profile expected
Law UUB	None specified	ABB	Very good GCSE profile
Medicine QUB	Chemistry and at least one from Biology, Maths or Physics – Biology preferred to at least 'AS'	A*AA or AAA + A in 4th AS, UCAT & Multiple Mini Interviews	GCSE Score out of 36pts from best nine; UCAT – 6pt band
Nursing QUB	Reduced offer if presenting one from Biology, Maths, Physics, Chemistry or L&HS	BBC - No Science BCC - With Science plus Automated Video Interview	Minimum 5 C Grades including Maths & Science
Occupational Therapy UUM	None specified	BBB plus Automated Video Interview	Maths Grade C
Optometry UUC	Two Sciences from list; also accept DA in L&HS or DA Applied Science	ABB	Good grades in Maths and Science
Pharmacy QUB	Chemistry and one from Biology, Maths, Physics – Biology to at least AS Level preferred	AAB plus Interview (Values and professional suitability)	Strong GCSE profile expected
Physiotherapy UUM	One from Biology, Maths, Chem, Physics or Applied Science	BBB plus Automated Video Interview	Minimum Grade C in Maths
Politics, Philosophy & Economics (PPE) QUB	None specified	AAA	Mathematics Grade B
Psychology QUB	Lower offer if offering acceptable Science subject	ABB or AAB depending on subject	Maths Grade B
Radiography / Radiotherapy UUM	One from Maths, Chem, Physics or Biology or DA L&HS or DA Applied Science	BBB plus Automated Video Interview	C in Maths; DA Science Grade BB
Social Work QUB	None specified	ABB plus Automated Video Interview	Maths Grade C
Speech Therapy UUM	None specified	BBB plus Automated Video Interview	Minimum Grade C in Maths
Veterinary Science (GB)	Chemistry and Biology plus one other traditional academic subject	AAA – AAB; Interview required	Very Strong GCSE Profile - Extensive Work Experience required

GCSE English Language (Minimum Grade C) essential for entry to all University courses.

HPAT – Health Professional Aptitude Test

UKCAT – UK Clinical Aptitude Test **UU** – Ulster University

QUB – Queens University Belfast

Religious Education Programme

Religious Education at Post 16 continues to be progressive and creative in its approach to faith and community building. It offers students the opportunity to develop spiritually and to nurture positive Christian attitudes and values. It is complemented by weekly assemblies and annual retreats and it is supported by our school chaplain, Father Hasson.

The Year 13 and 14 R.E Programmes offer students an opportunity to take part in active teaching and learning and to listen to a wide range of speakers delivering on a wide range of moral and religious issues e.g. Lifeworks, Trócaire, Richard Moore.

All Year 13 students are given the opportunity to participate in the Pope John Paul II Award. This award was created to commemorate a Pope who was committed to young people. Through this award, students are encouraged to take an active part in parish life and to develop community links through their RE Outreach Programmes. The award acknowledges the leadership potential of young, adult Christians. It is given by the Derry Diocese for service both to the local community and to the parish.



Year 14 students received their Pope John Paul II Award from Bishop Donal McKeown in St Eugene's Cathedral, Derry on 6th February 2023



John Lonergan, former Governor of Mountjoy Prison, Dublin, spoke to our Year 13 students about the importance of kindness, especially to those who are vulnerable.



CRUSE Bereavement Support provided our Post 16 students with Grief Ally Training



Richard Moore shared his inspirational story of resilience and forgiveness with our Post 16 students

Parish Outreach

Year 13 Outreach Options

As part of the Year 13 RE Programme all students are all given the opportunity to take part in a weekly outreach programme which involves putting their faith into action by serving people in their local community.

The Outreach options are:

Becoming a member of a Social Justice in Action Group which involves raising awareness about helping the most vulnerable in our community, helping to organise our Christmas Saint Vincent de Paul Hamper Appeal and working to promote sustainable fashion.

Becoming a First Communion Faith Friend which involves befriending a Primary 4 child in Holy Family Primary School and helping them to prepare for their First Holy Communion.

Becoming a Confirmation Faith Friend which involves befriending a Primary 7 child in Holy Family Primary School and helping them to prepare for the Sacrament of Confirmation.

Becoming a Friend to a Class 3 child at Arvalee School which involves building a friendship with a child, building communication skills by learning Makaton (sign language) and completing fun activities.

Becoming a Friend to the Elderly which involves befriending the residents of Hillbank Fold and spending time completing fun activities with them such as bingo, board games and arts and crafts.

Becoming involved in a Care in the Community Group which involves learning to knit hats for premature babies in neo-natal units and organising tea/coffee mornings in Saint Joseph's Hall for our local parishioners after 10.00am Mass.

Each option provides our students with an opportunity to interact with local people and to build friendships within their local community. Our students thoroughly enjoy this experience and benefit greatly from it.

Those students who choose to complete the Pope John Paul II Award can use their involvement in this programme to achieve up to 50% of their Social Hours.

*'That their hearts may be encouraged,
being knit together in love.'* (Colossians 2:2).

As part of the RE outreach programme, I opted to participate in 'Care for the Community.' We endeavour to do something tangible to make a difference in our community. Every Friday in Mrs McElroy's room the rhyme of stitches can be heard as we learn the craft of knitting. Together, we are creating little hats for the neo-natal units in each of the hospitals that we were born in. Indeed, each Friday, in the rhythm of needles there is music for the soul. The Outreach Programme helps us to cement our connections with those in our community. This is our faith in action.

SarahJane Campbell



Faith links with Holy Family Primary School



I chose the P4 Faith Friend programme as I remember my Holy Communion very fondly and I wanted to share my experience with someone else. Receiving a letter from my P4 friend last week was so heart-warming. The children are so excited to make their First Holy Communion which makes me more excited to meet with them in person.

Year 13 Student

Being a Faith Friend to the Primary Four children in Holy Family Primary School is not only a rewarding role but one which brings me back to my own wonderful experience of having a Faith Friend.

Each week I enjoy getting the opportunity to prepare for the role of being a Faith Friend, exploring my own faith in more depth and learning how I can be a good witness to faith.

We have been preparing for the role for the past few months. I am really excited now to meet my two assigned P4 friends and to journey with them towards the Sacrament of First Holy Communion, a day they will cherish forever.

Year 13 Student



Saint Vincent de Paul: SVP



I chose the SVdP outreach programme as I want to make a positive impact in my community. This devoted outreach group focuses on a wide range of issues such as inequality, discrimination, human rights, and access to resources. We work passionately towards creating a more fair and inclusive community for everyone. As a group we displayed this through the annual SVdP Christmas hampers. In the overwhelming and demanding year of 2023, Loreto provided a total of 38 hampers to the Omagh and Beragh, community which hopefully brought a little joy to their Christmas.

Lucy - A Level Student

In Year 13, you are given the opportunity to take part in the RE Outreach Programme. I chose to work with St. Vincent de Paul. I found the experience really enjoyable and a welcome break from my subjects as you learn a lot more about the charity. Some of the events we have organised this year include the annual Christmas Hamper Appeal as well as visiting the local SVP Charity shop and raising money for them at our Loreto Christmas Market Stand. Knowing that you are making a real difference to someone's life is truly rewarding and the skills you develop are important life skills.

Rebecca - A Level Student



"discussing"

JPIC: Justice, Peace and Integrity of Creation



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

Mary Ward



As a Loreto School, in the Catholic tradition, we have responded to the call to be active and responsible participants, and this is highlighted through the work of JPIC.

Through Justice and Peace, Integrity, and Creation, JPIC, we pray, we advocate, and we fundraise.

The JPIC group offers **prayers** on a weekly basis for peace, for people, for acceptance, for the poor, hungry and those on the periphery and we pray for help and guidance. Prayer and Faith always accompany good works.

JPIC plays its part in **advocacy**, we aspire to advance truth, to be courageous, reflective, loyal and to question on behalf of the voiceless. "Do not speak about us, without us" is a mantra that is often said at the United Nations especially in relation to advocating for the rights of girls and youth. In 2023, Niamh Carney and Eva Judge participated in Youth Advocacy Training through the United Nations. The Mary Ward School Compass, "encourages us to be aware of the inequalities and oppressions in the world ... and to be part of the solution," and it is this that has navigated and inspired Niamh and Eva. Niamh and Eva became part of the Working Group on Girls (WGG), and they were trained to engage in advocacy at a national, regional, and global level. They collaborated with and learnt from girls from other countries and NGOs in developing girl led advocacy statements and actions.

Loreto students learn to assimilate a generous sense of responsibility towards others. Indeed, the words of Mary Ward 'What more can I do, what more can I give' echoed through each year group as a local or global charity was adopted. In 2022-23 a total of £16,586.65 was raised. Giving is a powerful source for change, giving is not just about donating, it is about making a difference.

JPIC: Justice, Peace and Integrity of Creation



My Name is Eva, and I am studying Sociology, Psychology and Health and Social Care. Such subjects match my interests in the study of people and the relationship between the individual and the society we are in. I decided to be a JPIC prefect as I am interested in being an advocate for people in need and I believe that through the JPIC team I can make a difference and help to fundraise and advocate for those who need a voice. I look forward to galvanising the school community in fundraising for all our named charities and advocating for those who are on the periphery. As a school community, we can go out and set the world on fire, words that echo Mother Teresa Ball.

My name is Niamh Carney and I study Health and Social Care, History and Sociology. In my role as a JPIC prefect, I aspire to make a difference alongside the collective endeavours of our school community in fundraising and advocacy. I am looking forward to help with fundraising for various charities and creating awareness of their vital work in our communities, and to give back to those who give so much to us.

I have been involved in the UN Advocacy Programme and I really enjoyed working alongside girls from different nationalities as we aimed to empower girls globally. I will always keep Mary Ward's words close as I journey through this year, 'Do good and do it well.'

My name is Niamh Devlin, and I am studying Religion, Health and Social Care and Sport. I am very excited to embark on my duties as JPIC prefect as I aspire to help those in need through various ways and means such as raising money through fundraising. I have experience with helping some very notable charities such as "Tiny life", which is a charity close to my heart as it was Tiny Life who helped my sister throughout her childhood surgeries and supported our family when we needed it most. Everyone has a narrative, and many valuable organisations help and support such stories, as JPIC prefects we will give back. I look forward to communicating to our school community issues relating to social justice and celebrating the work of our Loreto sister worldwide, especially the work of Sr Orla in South Sudan and Sr Patricia in Peru.

My name is Meabh Ward, and I am the Senior Prefect of the Justice and Peace team for this year. I am studying Biology, Chemistry and Business Studies. I choose to be a part of the Justice and Peace Team because it provides me with the opportunity to help make a difference both in our local community and further afield by supporting charities and worthy causes. I hope to help raise awareness of several different charities and contemporary issues facing society today. I am looking forward to engaging with members of the school community and empowering them to collectively help make a positive impact in society. We will also pray on a weekly basis for peace, for people, for acceptance, for the poor, hungry and those on the periphery and we will pray for help and guidance in all our work in Loreto, Omagh and for our worldwide network of Schools. Prayer and Faith always accompany good works.

My name is Beth Thompson, and I am studying Nutrition and Food Science, Business Studies and Health and Social Care. I am looking forward to my senior leadership role as a JPIC prefect as I enjoy helping people and promoting equality and fairness. As Loreto students we are socialised into accepting and acting out joyful service for all and I look forward to leading this. The Dalai Lama once said, 'Be kind whenever possible. It is always possible.' Such possibilities will know no bounds as a team and school community, I know we will show responsibility, generosity, and a readiness to be of service to others through our roles in directing fundraising, advocacy, and prayer. Indeed, we will echo the words of Mary Ward throughout our school community 'What more can I do, what more can I give'.

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 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.

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)

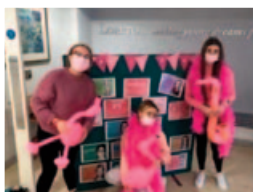
Senior Leadership and Post 16 Fundraising Events

On Wednesday 18th October, in the heart of Breast Cancer Awareness Month, the Year 14 class of 2023 and Miss Cumiskey hosted our annual 'Think Pink', Breast Cancer awareness day, to reflect on a battle that knows no boundaries. Our Year 14 Prefects, Cara Rose Brogan, Aoibhinn Scallon, Grace Kennedy and Victoria Morris, spearheaded a week of fundraising events to raise awareness for Breast Cancer.

Ciara Chambers, from the Health and Social Care Trust, gave a comprehensive demonstration to Year 14, empowering them to take charge of their own health, to encourage the women in their lives to schedule those essential screenings, and to be vigilant about any unusual changes in their bodies. Awareness saves lives.

Naomi Thompson, from Cancer Focus, also delivered an informative and educational presentation to Year 14 on the work that Cancer Focus does in our communities.

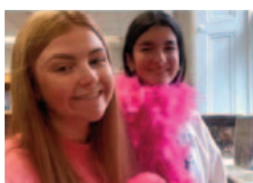
Our Year 14 Prefects organised a variety of fundraising activities, including a Year 8 Treasure Hunt, (facilitated by the JPIC Prefects), a Pamper Hamper Raffle, sale of pink ribbons and the highlight of the week, a special concert from 'Sile'.



**THINK
PINK
2023**



**WE HAVE
RAISED
OVER £700
SO FAR!**



**THINK
PINK
2023**



Think Pink Day within Loreto inspires pupils of all year groups to help raise money for the awareness of breast cancer as a school community. On this day, pupils come to together and wear something pink to pay tribute to breast cancer awareness. By doing this, we can raise money for organisations such as Cancer Focus. It is highly important as an all-girls school that we educate each other on recognising possible warning signs of breast cancer and that by taking prompt action there can be a earlier treatment for many women. Through our "Think Pink Day", we can share our support for women all around us that may be battling breast cancer, but also, we can educate ourselves on this condition.

Victoria - Year 14

Queen's Pathway Programme



**QUEEN'S
UNIVERSITY
BELFAST**

Six Year 13 Students from Loreto Grammar School were accepted onto the esteemed Pathway Programme, facilitated by Queen's University, Belfast. These students submitted an application in October 2022 and throughout the year have attended six in person and online events, facilitated by Russell Group Academia, receiving support in study and academic skills, university applications and confidence building activities.

The programme offers students a choice of thirteen different pathways, each Pathway giving them the chance to study in a field of their choice, exploring everything from subject knowledge and skills to study techniques and balancing life as a student.

Each student selected a pathway which they express a particular interest in expanding their knowledge and understanding of the sector.

Below is a summary of the participating students and their chosen pathways.

Name	Pathway
Eve Kania Gallagher	Biological Sciences Pathway
Mia McQuaid	Business Pathway
Leah Clarke	Engineering Pathway
Yasmin Samir	Natural and Built Environment Pathway
Cara-Rose Brogan	Pharmacy Pathway
Katie-Marie Patton	Social Work Pathway

Upon successful completion of the programme these Loreto students benefit from a guaranteed conditional offer or a guaranteed interview for a course at Queen's within their Pathway subject area. They may also be eligible for a reduced offer of up to two A-level grades (or equivalent) below the standard entry offer to Queen's (depending on performance on the programme and course selected). This along with a £1000 bursary, transition support and ongoing support while they are at Queen's.

Students complete a summer scheme in Queen's University in June of Sixth Form.



New Initiatives led by Senior Leadership Team

Big Sister

School is for so many a safe environment, a refuge where they can express themselves and grow as individuals. Part of growth is being willing to accept advice from those around us. Advice is a powerful thing, especially when it comes from a personal angle, this is why this year I wanted to introduce the Big Sister program as my initiative. Growing up as an only child I think I did often miss out on the opportunity to receive sisterly advice on topics that were relevant to my developing self, advice that was truthful and considerate. I aim to deliver a 'Big Sister' assembly to each year group and least once every 2 months based off surveys taken by the girls on what topics they would like discussed. I delivered my first 'Big Sister' assembly to the Year 11's on adjusting to their new form classes and welcoming the possibility of new friendships.

I have delivered several Big Sister assembly's on topics such as the importance of healthy relationships, the importance of kindness, maintaining and also on letting go of a Grudge. The response to these events has been positive and motivating. Having students closer in age deliver important messages, pupils quite often receptive to the message that is being conveyed. Through utilizing the Big Sister program, I hope that the girls can feel as though they can relate to the personal stories being shared and potentially make them feel less alone or isolated in their own struggles. If by sharing my personal experiences can help even one girl then I will have achieved something extremely worthwhile

Tess - Head Girl



Young Drivers

As Deputy Head Girl, I am given the opportunity to introduce initiatives which I am passionate about. My main focus was making the topic of safe and mindful driving more prominent for Post-16 students. This is a focus very personal to me and this initiative helped to protect more lives on our roads. Many Post-16 students also made the pledge for safe driving on the Young Driver NI Website. I also introduced more exposure to different career options and opportunities that are available after school life and brought in people from many different careers and paths to talk about what they do which hopefully made some difficult decisions a little bit easier for the Year 12 and 13 students.

Mairead - Deputy Head Girl



'Golden Time'

As Deputy Head Girl, I have introduced 'My Golden Time' as my initiative for this year. Like many, finding a work-school balance is difficult and so to ease that burden and stress, my initiative targets both the mind and body.

I have dedicated assemblies and personal development lessons to allow for 'me time.' The current Year 13's had the opportunity to listen to Caoileann Conway, a former past pupil, tell her journey from Loreto to becoming a qualified nutritionist and now social influencer whilst building her own business 'Be a Better You'. Caoileann also spoke of her own mental health battle and gave the pupils practical strategies to improve their mental health. In the New Year I hope to introduce more physical activity, to be varied each week and may include short walks, runs, Hitt classes and Pilates.

Ellie



Brain Food

As Deputy Head Girl, I immediately knew what I would like the focus of my initiative to be. Having thoroughly enjoyed studying Home Economics: Food and Nutrition at GCSE level and being interested in healthy eating and exercise, I named my initiative 'Brain Food.'

I was delighted to welcome Naoimh McCullagh, a local women's nutrition and mindset coach, to speak to year 11, 12 and 14 to share her invaluable knowledge about nutrition and lifestyle to support studies, sport, and overall health. Her educational presentation clearly demonstrated how to build a balanced meal, while also emphasising the value of moderation. The feedback received from students, as well as teachers, was very positive - all agreed it was extremely beneficial.

In addition, I am now beginning afterschool cooking sessions with the support of Mrs Kelly, Head of the Home Economics department. Across the two sessions, students will make a breakfast, lunch, and dinner so that students can easily prepare healthy meals for a day of studying as well as sport.

Eimear - Deputy Head Girl



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, 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”

This year we have hosted some interesting guest speakers virtually.



Our Year 14 students attended a Road Safety demonstration organised by NI Fire & Rescue Service in conjunction with PSNI and Fermanagh and Omagh PCSP.



Bronagh Starrs led a supportive assembly encouraging our Post 16 students to reflect on their personality, how to find balance and promote your own sense of wellness.



Year 14 students enjoyed a highly informative session on Alcohol and Drugs delivered by Ascertainment.

Womens Aid delivered an emotive and informative presentation on the work of the organisation in N.I.

Dr Kevin Moore delivered a 3 week CPR skills course after school to Post 16 students and staff.

Year 13 students enjoyed a New Driver Course delivered by New Drivers NI promoting important Road Safety information.

Post 16 students enjoyed finding out about opportunities offered by Edmund Rice Training Camps

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

Numeracy Prefects

Public Relations Prefects

Prefect

Deputy Health and Wellbeing Prefects

Digital Communication Prefects

Literacy Prefects

Post 16 Prefects

Pastoral Monitors

Sports Prefects

Health Promotion Prefects

Environment Prefects

Justice & Peace Prefects

Mentoring 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.

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.

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.

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

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.

Literacy, Numeracy, Mentoring Prefects

The Literacy, Numeracy and Mentoring Prefects support pupils who may be experiencing difficulties in various subjects. They provide subject top ups, offer support in organisational skills, and assist each student reach their personal and academic goals. They host exciting events and initiatives which promote Literacy and Numeracy. The work closely with the Head of Literacy, Numeracy and Heads of Department.

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.

Health and Wellbeing Prefects

The Health and Wellbeing Prefects support the Pastoral team in the school through our weekly Wellbeing Club and Wellness initiatives. The prefects work closely with the Head of Pastoral Care, Heads of Year and Form Teachers.

Digital Communication Prefect

The Digital Communication Prefects assist the Digital Communications Co-Ordinator in developing and resourcing the school's social media sites and newsletter.

Pupils' Leadership Experience

I can honestly say that being the Head Girl for 2022-2023 has been an absolute honour and genuine source of pride for me personally. Getting the opportunity to address the pupils in all the different Year Groups, visitors who come to the school and many other groups of people, has afforded me the opportunity to grow in confidence and I look forward to taking all that I have gained with me as I enter into life beyond Loreto next year. Working closely with the rest of the Senior Leadership Team has been a wonderful lesson in teamwork, collaboration, and friendship building. I know that wherever I go in life, my Loreto will always be by my side I hope that your Loreto Journey will be as fantastic as mine.

Aibreán Keyes - Head Girl 2022-2023



I have been so privileged to have been appointed as Head Girl for this academic year, one which truly will go down in history. My experience as Head Girl has been unlike all previous Head Girl's experience, yet it has still been one of the most rewarding and valuable experiences of my school life. This year has brought a lot more challenges than ever before, but by facing them head on, with so much support from the wonderful Deputy Head Girls and the Senior Leadership Team, I have grasped skills such as responsibility and organisational skills, whilst growing in confidence and thoroughly enjoying every moment of the experience. Being a member of the Senior Leadership Team is such a valuable experience and an amazing opportunity. I would encourage every girl to apply as there are so many roles to fulfil; you will certainly find one that suits you, your personality and your vision for the future of our school. My role as Head Girl has shaped me into the young lady that I am today, and I truly hope that I have encouraged present and future Loreto girls, to be the best that they can be and to be confident in themselves to fulfil leadership roles in their own school life.

Eilis Darcy, - Head Girl 2020-2021



"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



SistersIN

This year Loreto Grammar School, Omagh was delighted to join the SistersIN leadership Programme, a prestigious female leadership initiative. It is an eight-month development journey open to Post 16 girls in Northern Ireland. Currently 30 schools are members of the Programme.

The aims of the SistersIN Leadership Programme are to build confidence, broaden career perspectives and provide the leadership skills needed to succeed in tomorrow's workplace. There are three main components- taught leadership modules, project leadership and mentorship.

Each pupil is matched with a female mentor from business, education or the public sector. The mentor/ mentee relationship is at the heart of the SistersIN journey, providing the pupils with first hand insight and expertise from successful females who are motivated to help foster confidence and resilience in their mentees. Mentors also provide work shadowing opportunities to mentees.

The Programme aims to redress the imbalance in women in leadership roles particularly in sections such as STEM, Politics and Financial services.

As part of a collaboration between SistersIN, 4Voices and Vocalis Public Speaking, Caitlin Gallagher-Arruda, a member of the 2023-2024 cohort, was one of twelve young ladies selected to speak in the Senate Chamber in Stormont. This special event was called '2048: The Future Starts Now.'

'It has already been time for change' was a rousing cry for equality,

'I yearn for what our country could be. An island of justice, freedom and truth. A place where differences are resolved, and differences are celebrated.'

Some of the reasons our students applied for SistersIN:

'I would love seeing women in STEM to motivate me and inspire me.'

'I have a drive to learn about every aspect of the working world and fully explore my options and potential. I take pride in my work and doing it independently, and thus think this would be a fantastic program to discover how I can impact the world positively.'

'The idea of learning how to be a strong, confident female leader has always motivated me. So, when I heard about this once in a lifetime opportunity it felt like the perfect programme to guide my potential as a young woman.'

'I want to build my confidence in sharing my ideas and speaking in public. I think SisterIN could help my gather the skills needed to be successful in my future.'



Caitlin Gallagher-Arruda Year 13 student speaking at SistersIN Event at Stormont Dec 2023



Extra-Curricular Activities and Opportunities

Sport opportunities and experiences at Post 16

Hello everyone, my name is Bree McBride and I am the Sports Captain for the academic year of 2023/2024.

Sport has always played a vital role in my life both in and out of school. Throughout my seven years at Loreto, the sporting opportunities presented to me have been so plentiful. Personally, I feel that sport is a great way to build friendships throughout school with not just the girls in your own year but also with girls who are both younger and older than you. I also see it as a great way to build upon your leadership and teamwork skills.

I have had the opportunity to develop these skills in sports during my time at Loreto. Through Junior PE, I had the opportunity to discover my love for Netball. I was thrilled to be given the privilege of representing Loreto in many tournaments and was proud to win medals and trophies won along the way.

Also, during my Post 16 journey at Loreto, I have also had the wonderful experience of playing on school Gaelic teams as well as being the Captain of the U20 Gaelic team this year. For me this was the pinnacle of my school sporting endeavours. It reaffirmed my love for the sport as I loved the competitiveness of playing for the school team with girls I would usually be competing against in Club football.

The absolute privilege of captaining the school team to Ulster and All-Ireland successes meant the world to me and will be something I shall carry with me for the rest of my life beyond Loreto.

This year, I also had the opportunity to partake in self-defense training with my peers in Post 16 to learn important skills that are irreplaceable in life.



My aim as Sports Captain is to promote a positive attitude surrounding sports within the school community. Being Sports Captain means that I have the chance to help provide every girl in our school community with the opportunity to reap the benefits of sport. In Loreto, there is truly something for everyone whether it be Netball, Gaelic, Horse riding, Swimming or Athletics.

I am proud to be able to give something back to our school.

Bree McBride - Sports Captain.

Hello, my name is Eimear McCarroll and I am a Year 14 student in Loreto. I have been part of the Cross Country and Athletics team since Year 8 and have enjoyed participating and running for my school in various events at national and international level. Throughout the years I have won five cross country district schools, with my best achievement coming 4th in the Irish School's All Ireland's. I also have competed on the track, winning the Athletics District six times. I also have been lucky to have been offered to have run in the London mini marathon as part of the Northern Ireland team for U13 and U17 girls, where I also have been lucky enough to have run in the London Mini Marathon as part of the cross country/athletics team. It has been one of my highlights in Loreto, as it has allowed me to meet new people who also are passionate about running. Through the school's cross country/athletics team it has helped me improve through regular training. Through regular training and encouragement from the PE team, I have really improved.

Eimear McCarroll - Year 14

We are delighted to share that Eimear has been awarded a four year scholarship at Bradley University Illinois



Extra-Curricular Activities and Opportunities

Hello, my name is Emer McCanny, and I have played Gaelic football for school, club, and county for 12 years now. I had the great privilege of being Vice Captain of the Loreto Gaelic team who won Ulster B for Under 16 in which we went on to win the All-Ireland B Under 16 in 2021.

In addition to this, I was a part of the Under 20 football team that were runners up in 2022 in the Ulster B final. These were all great achievements as they allowed me to build on my teamwork and leadership skills, whilst further developing my football skills, and getting to know a variety of girls in Post 16. I have obtained two Ulster All Stars and Loreto has given me this opportunity to further develop my football skills against the best in Ulster for which I am extremely grateful.

I have played for Tyrone for seven years now and I am currently training with the Tyrone senior squad which allows me to develop as footballer as well as an individual. I have won numerous accolades for my club, Omagh St Enda's such as winning U14 grade 1 League and Championship as well as Minor grade 1 League and Championship (2023) with the addition of an Intermediate League title (2023). Furthermore, I have recently received a Team Talk Award this year for young player of the year.

Overall, these experiences have enhanced my Post 16 journey in Loreto as I have made new connections and have grown as an individual.

Emer McCanny - Year 14



My name is Cara McFadden and I am part of Loreto Grammar Showjumping team. Throughout my time at Loreto, I have participated in many showjumping events with the Loreto team and individually. I have competed in many Balmoral qualifiers in the Ecclesville Centre in Fintona, where we had many placings including first and second. This allowed us to go to Balmoral to represent our school, which was a great experience.

I have been fortunate enough to compete internationally with ponies and horses. I was selected to represent Ireland in Fontainebleau, France, in Spring 2022 with my young pony Madie, where she won two classes.

More recently, I was in Belgium at Sentower Park in November 2023, where I got to compete in the young rider 1.25/1.30 classes with my new horse Gent.

Throughout my time at Loreto, I have had various opportunities with the horses inside school and outside school that I am very grateful for.

Cara McFadden - Year 14



Cara and her horse Gent - Nov 23

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.

This school Year the Student Council ran the Deck the Halls Competition whereby each Form class had the opportunity to design a festive door, choosing from a range of categories.

The Student Council also hosted the Christmas Fair which proved to be very popular with both students and staff.



I have been on the Student Council since I was in Year 9. It has been such a wonderful experience and after being a member for so long I have found myself becoming more confident, more sociable and organised which has made the experience even more enjoyable. I am also a member of the Strule Student Council, which has been extremely beneficial. I have met students from different schools and have a lot of great memories. My most memorable moment was seeing the Strule Campus for the first time. The enormity of the site was breathtaking.

Year 14 Student

Young Enterprise 2021-2022

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

The Young Enterprise Company for 2023-24 is Solace. Solace has been trading successfully manufacturing organic, soy based, cruelty free and hand made candles. Solace traded very successfully at Loretos' Christmas Fair and sold out of stock. The Company will continue to trade and compete in local and regional heats of various competitions as the year progresses.

Mandarin Chinese at Loreto

Loreto Grammar School offers Mandarin Chinese Language and Culture Classes afterschool in conjunction with Southwest College Confucius Hub.

Our Mandarin Tutors change from year to year, as they partake in annual teaching placements from China, and facilitate beginners' level (HSK1); Intermediate level (HSK2) and Advanced level (HSK3).

Last year, Mandarin tutors delivered Mandarin Chinese to over 3800 pupils in Northern Ireland and gave pupils the unique opportunity to:

develop their knowledge of Chinese language and culture in today's increasingly international world and equip them for life in a globalised, multicultural society.

This enrichment opportunity incurs no tuition costs, and provides free tuition, a dedicated tutor, resources and opportunities to partake in Chinese Art Competitions and Chinese Cookery lessons.



Mandarin Chinese is obviously a very different language to English. It is a tonal language with complex grammar, written only in symbols. Due to these differences, it can be quite a difficult language for English speakers to learn. However, through facing these challenges I have been able to form a connection with a very different culture to my own.

I have been studying Mandarin Chinese in Loreto for three years and my tutors have always been kind and patient. I have developed an appreciation for many different cultural practices, such as tea ceremonies and new year customs.

I initially decided to take the class when I was in fourth year as I've always been interested in other cultures and have wanted to travel. The classes take place once a week.

I have only ever had exciting and enriching experiences learning the language and I would highly encourage anyone to give it a chance!

Freya McGirr - Year 13

Freya McGirr was nominated and received an award for her participation and progress in Mandarin Chinese classes at Southwest College's Celebration of Success event in Omagh Campus on 20 June 2023.

Extra-Curricular Music



The Loreto Music Department runs and facilitates a wide range of extracurricular music activities, which aim to cater for as many tastes as possible, providing pupils with the opportunity to:

- 1) Meet like-minded pupils with a shared interest.
- 2) Work as teams to prepare for performance.
- 3) Explore and develop their knowledge of the repertoire.

Involvement in extra-curricular music also supports and reiterates curricular learning as well as helping pupils to develop valuable life skills - such as time management skills, communication skills, performance skills, self-discipline and the importance of commitment.

Traditional Music

The school operates beginner, intermediate and advanced traditional groups. Beginner and intermediate 'trad' group are pupil-led and open to all with an interest and are held during lunchtime. The 'Trad Concert' Group is an auditioning ensemble and rehearses afterschool. The 'Concert' group is a new group but will include opportunities to travel and play at competitions for this genre.

Guitar Ensemble

This is a pupil-led group which runs during lunchtime providing pupils with the opportunity to develop all aspects of their playing in a friendly, supportive and informal setting.

Musical Theatre

The pupil-led Musical Theatre group is a joint initiative between the Music and Drama Departments. Pupils rehearse during lunchtime and prepare songs from the musicals that appeal to them, as well as adding choreographed movement ready for performance. The Music and Drama Departments ran a very enjoyable and successful six performance run of *Sister Act*; The Musical in the Strule Arts Centre in October 2022.

Please contact Mrs McGirr (Music) if you are interested in joining one of the music groups when you arrive.

Loreto's Great Choral Tradition

The Loreto Music Department has a strong choral tradition of which it is rightly proud and performances by the school choirs permeate school events – such as Open Night and Prize Night and marking the school's calendar with performances at school liturgies.

The choir also performs within the Omagh community area – at the Library, the Station Centre and Main Street at Christmas time, for example, bringing sparkle and cheer! The Department has two choirs – Junior (Key Stage 3 – non-auditioning) and Senior Choir (KS4 and 5 - auditioning). The Senior Choir has competed locally, nationally and internationally to great acclaim and considerable success and the school is very proud of the achievements of the Senior Choir. The girls really enjoy the experience of travelling to Prague to compete, as well as all the joy and learning that goes with travelling with a peer group. The Senior Choir rehearses twice a week – a lunchtime sectional and an afterschool whole choir rehearsal.

My name is Ellie and I had the pleasure of performing in our School production of 'Sister Act'. Despite the long hours and numerous rehearsals, the entire experience was nothing short of exhilarating. The early Sunday morning rehearsals created many lifelong memories. Striving for perfection, the continuous singing and dancing tested our limits yet was very rewarding. Opening night was surreal, the beaming lights, the dazzling costumes and full house band made all our dreams a reality as the Loreto community, both teachers and students brought the show to life. The encouragement of our principal and everyone involved made Sister Act a once in a lifetime class act; we really were making memories, the Loreto way!

Ellie McGirr - Year 14



"practising"

Loreto to Lusaka 2024

In October 2024, twelve of our pupils will travel to work at the Tyrone Secondary School in Lusaka, Zambia which is currently being built by the Spirit of Paul McGirr Charity. During their trip, pupils will experience the vibrant Zambian culture and will have the opportunity to share some Irish culture too. Pupils will offer extra-curricular activities such as Gaelic Football, Arts and Crafts and Drama/Dance to the students at the Tyrone School, Zambia.

Our pupils are currently fundraising to support the development of the construction and furnishing of a Home Economics classroom and food store. This would include ovens, cooking utensils, sinks, cupboards, worktops, hot water boilers etc. This unit would also be used to prepare a daily meal for up to 800 students in attendance at the Tyrone School Zambia. As part of our fundraising ventures, Loreto pupils have organised raffles, bucket collections, quizzes, 5K Fun Run which have been successful and the support from our school community and local parishes is greatly appreciated.

Our final fundraising venture will be a Gala Dinner held in the Silver Birches on Friday 1st March 2024. We wish to extend our sincerest thanks to all our wonderful sponsors.



For more information and to keep up to date with the girls' fundraising and journey to Lusaka, please visit our school's social media pages.



Thank You
To all our wonderful sponsors

Public Speaking

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.

This year our Senior Debating Team have been very successful competitors in the Concern Debating Competition. In 2023/24, we have won our Debates against Sacred Heart Grammar School Newry and most recently were delighted with our success against CBS Omagh on opposing the motion that Big Business is indifferent to Sustainable Development Goals.

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



Upon joining the Debate Team at the beginning of Year 13, I was unsure of what to expect. Now however, just over a year later, I can confidently say that my experience of debating has been one of the highlights of my time at Loreto. The Concern Debates which the school has participated in have been varied and interesting, with a range of titles including 'HIV in the Global South is the Forgotten Pandemic' and 'Big Business is Indifferent to the Sustainable Development Goals'. Debating has enhanced my skills in verbal and written communication, which has proved useful in my study of History, Government and Politics and Geography at A Level, and these skills will also be transferable to Law, the course I hope to study next year. I would recommend debating to any Post 16 student as myself and my teammates have enjoyed the Concern Debates massively. This year we have been successful in our debates against Sacred Heart Newry and CBS Omagh.

Ella Devlin - Year 14

Wider Opportunities at Post 16

Life Skills

Year 14 students are provided with the opportunity to participate in a series of lunchtime Life Skills Sessions. It is important for students to take control of their own learning experiences and feel empowered to decide where they would like to develop their knowledge. As a result, Life Skills sessions are designed to provide students with practical life skills demonstrations as they get ready to move beyond Post 16 Education.

Sessions for 2023-24

Post 16 students were able to choose to participate in a wide range of sessions including; a practical session facilitated by Translink Omagh on learning how to change a tyre/check for oil/check tyre threads; Discuss Money matters with Santander Managers; Become confident in dealing with a choking/fainting situation facilitated by our Pupil Welfare Officer; How to mend garments; and how to understand the voting system as a first time voter.

Year 14 feedback

'I really enjoyed the Translink visit as I had no idea how to go about changing a tyre'

'The Money talk by Santander made me think about my spending habits more seriously'.

'The breath workshop will help me deal better with stressful situations'.



Strule Shared Education Partnership

Loreto is a member of a six school Shared Education Partnership, currently planning to migrate to Strule Shared Education Campus. Other schools in the partnership include; Arvalee School and Resource Centre, Sacred Heart College, Omagh Academy, Christian Brother's Grammar School Omagh and Omagh High School.

In recent Years, Loreto Grammar School has been involved in Shared Education Programmes such as History, Education 2 Enterprise, Home Economics, BTEC Sport Unit 7, Sports Leadership, Boccia, Strule Student Council and the Strule Olympics.

We look forward to further exciting developments in our shared partnership and future.



“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

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 Minor	Year 9
Assertive Mentoring	All Year Groups	Netball Junior	Year 10
Athletics – cross country, indoor athletics, track and field	All Year Groups	Netball Intermediate	Year 11 & 12
Better Reading Partnership		Netball Senior	Year 13 & 14
Book Fair	All Year Groups	Numeracy Challenge	
Camps International Expedition		Numeracy Prefects	
Chamber Choir	Years 10-14	Organised for Success Programme	
Choir Senior Students	Years 10-14	Paediatric First Aid	Year 14
Choir Junior Students	Years 8-10	PALS (Play and learn skills)	
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, Singing and Irish sections	All Year Groups
Irish Inter-Schools' Quizzes	Years 10 & 11	World Book Day	Years 8-10
Irish Peer Teaching Led	Years 8-9	World Maths Day	Years 8-10
Irish Traditional Music Group	All Year Groups	Year Group Ambassador Project	All Year Groups
JPIC Group (Justice, Peace & Integrity of Creation)	All Year Groups	Young Enterprise	Year 13
Key Stage 3 Christmas Craft Fair	Years 9-10	The EA Western Area provides peripatetic tutors.	All Year Groups
LAMP (Loreto's Assertive Mentoring Project)			
Life Skills	Year 14		
Literacy Prefects	Year 14		
Liturgy Group	All Year Groups		
Maths Challenge - Junior (JMC – Leeds University)	Years 8-10		
Maths Challenge - Intermediate (JMC – Leeds University)	Years 11 & 12		

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.

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

Educational Visits

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

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.

Upcoming Educational Visits

- Ski Trip Feb 2024
- Music trip to Prague March 24
- Post 16 Voluntary Work to Lusaka Oct 2024

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)

(Information correct at time of going to press)

Students whose 16th birthday falls on or between 2nd July 2024 and 1st July 2025 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 2024.

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 2024. 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 2024. 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.deni.gov.uk

Where can I get more information?

Call 0300 200 7089

Email ema_ni@slc.co.uk



EDUCATION MAINTENANCE ALLOWANCE (EMA)

The little book of EMA

All you need to know about EMA for academic year **2023/24**

What is EMA?

Education Maintenance Allowance is a **weekly allowance of £30 to help 16, 17, 18 and 19 year olds** with the costs of further education. Payments are made every 2 weeks as long as you continue to meet your school or college's attendance requirements.

There are also 2 performance based bonuses of £100 normally paid out in January and June.

Getting EMA won't affect any benefits you or your family already receive.

Read this guide to find out more about EMA

www.nidirect.gov.uk

Applying

How do I apply?
You need to complete an application form.
You'll be able to get one from:
• your school or college
• www.nidirect.gov.uk

When do I apply?
Application forms will be available from spring 2023. You should return your application form as soon as possible, as far in advance of your course start date and no later than 31 March 2024.

Keep an eye on www.nidirect.gov.uk for updates about when to apply.

What happens next

30 September 2023 - To be eligible for backdated payments, to the start of term, you must apply before this date.

31 March 2024 - We must receive your application before this date for you to be eligible for EMA in academic year 2023/24.

31 August 2024 - You must have completed your application, sending all information and evidence, before this date for you to be eligible for EMA in academic year 2024/25.

You need to complete and return your EMA application form with the evidence we need
If you can't send the evidence we need right away, return your form without it. We won't be able to pay you until we get the evidence but this way we can make a start on your application earlier.

We'll assess your application and send you an Award Letter
If we need further information or evidence to complete our assessment we'll contact you before you get your Award Letter.

You need to sign Part 1 and Part 2 of your EMA Agreement with your school or college

Part 1
This part sets out the acceptable attendance for your course. You'll commit to attending the timetable defined by your school or college.

Part 2
This part sets out the learning objectives and goals that you must achieve to be eligible for bonus payments.

Your school or college need to tell us that you've been in attendance before we'll pay your EMA into your bank or building society account.

EMA payments will be paid directly into a bank or building society account in your name.

If you haven't already got an account set up in **your name**, you should do so to apply for EMA.

We can make any payments to you:

- you must agree and sign both parts of your EMA Agreement with your school or college; and
- your school or college must tell us you have been in attendance.

What if I have someone to help manage my finances?

It is awarded to you, so we pay it directly to you. However, if you have someone who's authorised to look after your finances for you we'll ask for more information and evidence for this as part of your application.

What if my circumstances change?

We need to tell us straight away if any of your details change, including:

- If your bank details change
- If your contact details change
- If your household income changes
- If you change school or college

How do I contact you?

We can get in touch with us by calling 0300 200 7089 or by emailing ema_ni@slc.co.uk

Alternative Formats

If our forms are available in Braille, large print or audio format. To request these, email your name, address and details of the format you need to brailleandlargefont@slc.co.uk or call 0141 243 3686.

Our A Level Winter Prizegiving Ceremony



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