



LORETO

Grammar School, Omagh

Rooted, Responsive, Relevant

Post 16

Prospectus 2026 / 2027

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Principal's Welcome

Loreto...celebrating 170 years of excellence in education

Dear Student,

Welcome to Loreto Grammar School, Omagh which celebrates a tradition of 170 years of excellence in education based on a distinctive Loreto ethos and values which place every child and her needs at the centre of her learning and development, whilst delivering an education which ensures inspiration, innovation, progression, transformation and our vocation to embrace change, remaining responsive and relevant to an ever-changing world. Rooted in faith, we aim to nurture you, and everyone, in faith development within a diverse student body, in which all faiths, and none, welcome. We pledge to equip each student with the skills, aptitudes and qualifications to take their place in contemporary society, confident in voice and identity, and empowered to contribute fully to the global, common good, placing their gifts and talents in service to others.

Our Post 16 Prospectus provides information on admissions criteria and curriculum provision, the wide range of subjects on offer in Loreto Grammar School: September 2026-June 2027 and details on specification outlines, course requirements and career opportunities. Our curriculum includes a range of pathways to facilitate all interests, needs and aspirations and we continue to increase provision of targeted intervention and support for individuals with learning, pastoral and welfare needs. "Every child matters," within the high-quality learning and teaching we deliver, ensuring that all students are "happy, learning, succeeding" and enabled to progress to achieve excellence in their personal best.

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 various subjects provides an additional first-hand insight into the Post 16 courses.

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

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.

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



Principal Mrs S. Cullinan

"Do good, and do it well."

MARY WARD (1585-1645)

We hope you find this prospectus offers a comprehensive overview of life and opportunities at Post 16 in Loreto Grammar School, Omagh within our provision which is "rooted, responsive and relevant and within which, we will fulfil our mission in striving for excellence, the Loreto way...making young dreams possible! If you require further clarification or information on any aspect, please do not hesitate to contact us.

As Principal, I, along with the staff of Loreto Grammar School, look forward to journeying with you and our new Post 16 cohort, making the possibility of all dreams, our mission.

Mission: *Striving for Excellence... The Loreto Way.*

Vision: *Making Young Dreams Possible.*

Mrs Susan Cullinan
PRINCIPAL



Loreto Grammar School, James Street, Omagh, BT78 1DL

T: 028 8224 3633 / **F:** 028 8225 1143 / **W:** www.loretogs.com / **E:** info@loretogs.omagh.ni.sch.uk

Senior Management Team



Mrs Gavin
Vice Principal
Curriculum,
Learning and Teaching



Ms Fahy
Vice Principal
Pastoral Care and Welfare



Ms Campbell
Senior Teacher
Learner Centred
Provision



Mrs Dolan
Senior Teacher
Raising Standards



Ms Falls
Senior Teacher
Links to the
Community



Mrs McGilloway
Acting Senior Teacher
Reporting and Data

Dear Student,

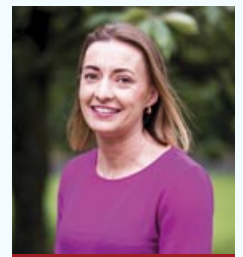
You are most welcome to Loreto Grammar School, Omagh. The core purpose of this Prospectus is to provide you with information about our broad range of curriculum choices and enrichment programmes available in Post 16 at Loreto Grammar School, Omagh.

At Loreto, we are committed to 'making young dreams possible' by setting you on a personal pathway to excellence. Our Pastoral Focus for the academic year 2025-2026 is 'SHINE' and in Post 16, our focus is firmly fixed on supporting our students to achieve their personal best in life after Loreto.

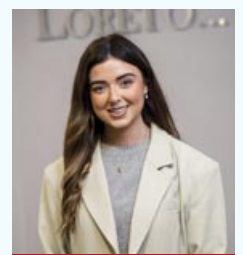
We fully recognise that your experience at Post 16 will shape your prospects, whether it is securing a place in your chosen University course, acquiring an apprenticeship, or moving into employment. Our supportive and nurturing Post 16 environment will meet your needs whilst preparing you for your future 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.

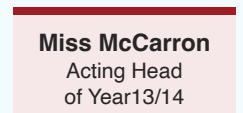
After reading our Prospectus, you may wish to seek further information about our admission criteria, a particular course or enrichment programme. Please do not hesitate to contact our school; telephone number: (028) 8224 3633 and we will respond to your queries. We look forward to welcoming you into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



Mrs Kelly
Head of Year 13/14



Miss Cumiskey
Head of Year 13/14



Miss McCarron
Acting Head
of Year13/14

Head Girl's Welcome

Hello everyone!

Hi everyone, my name is Dearbhaile. As Head Girl of Loreto Grammar School, Omagh, it is a privilege to share with you what makes our school - and especially our Sixth Form - such a unique and inspiring place to learn and grow. From the moment you walk through the doors of Loreto, you become part of a community rooted in faith, friendship, compassion and a genuine commitment to helping every girl reach her full potential.

The transition into A Level study can feel daunting, but here at Loreto you are never alone in that journey. The teachers and staff know us as individuals; they recognise our strengths, support us through challenges, and truly believe in us. Their encouragement has helped me grow not only academically but also personally - building my confidence, resilience and a deeper understanding of myself and others. I have learned to value truth and justice and have found the freedom to express myself. I cherish the uplifting joy of friendship and feel a deep sense of pride in our school and its vibrant heritage of girls' education in Omagh over the last 170 years.

Loreto is renowned for its rich tradition of academic excellence, but what truly distinguishes our school is the strength of its community. When you enter Sixth Form, you will immediately feel you belong. The welcoming atmosphere is shaped by respect, encouragement, and the values that define the Loreto ethos - justice, sincerity, truth, freedom, and joy. These values guide our daily life and influence not only how we learn, but how we support each other.

The opportunities available extend far beyond our A Level subjects. From leadership roles and mentoring younger students, to involvement in clubs, charity work and community outreach, Loreto encourages every girl to be the best version of themselves- kind, caring, resilient and resourceful young women of integrity and purpose. Our beautiful school crest speaks of God's enduring love for us and reminds us that it is through using our gifts and talents to do good, in the service of others, that we can lead a fulfilling life.

Sixth Form at Loreto is more than preparation for exams; it is preparation for life. You will leave here not only with qualifications, but with the gift of lasting friendships, with confidence and compassion, and a clear sense of the values you hold dear and the person you aspire to be.

Loreto has instilled in me the courage, humility and ambition to follow my dreams, and I know it will do the same for you. This is the Loreto Way.

I wish you all the best with your future plans!

Dearbhaile - Head Girl 2025-2026



Student Voice - The Transition to Post-16

While I really enjoyed my first five years at Loreto, my current experience as an AS student has been excellent. This year has opened so many new doors for me. I have made new friendships, participated in new activities and am learning new subject content. I study Politics, Sociology and Geography. These three subjects provide me with a variety of new experiences while understanding a lot more about the world in which I live.

My highlight so far, is being a finalist in a Shared Education Programme (SEPI) which has involved meeting and presenting as part of a larger group of cross border students. I also study one of my subjects Geography through OLC. I have been given the flexibility to study exactly what I want and altogether, Year 13 has been a thrilling journey so far!

Meghan - Year 13

For A Level I chose to study Maths, Chemistry, Biology and Physics. I chose these subjects as I enjoy learning about how things work and I hope to study Medicine in the future. Compared to GCSE the workload at A Level is definitely more intense but for me it is much more enjoyable to study as I am studying subjects I find interesting.

Niamh - Year 14

For A Level I chose to study, Irish, Religion and History. These particular subjects are ones that I have always enjoyed even from first year and are great interests of mine. It was important to me to continue Irish, when coming from a Gaelscoil and completing my Irish and Gaeilge GCSE. I hope I will be able to continue Irish or History in university through teaching. The transition from Year 12 to Year 13 has been a tough but enjoyable one. I am doing subjects that I enjoy and the work load is not too bad when you enjoy what you are studying.

Although these subjects are known for being heavy writing subjects, there is no doubt that learning the content in AS is strengthening what we learnt at GCSE and any new topics are extremely enjoyable and interesting.

Clodagh - Year 13

Studying at Post 16 is both exciting and busy. For my A Level subjects, I chose French, Business Studies and Psychology. I enjoy all my subjects and hope to study French at University. The workload is manageable and I have been involved in different activities. I volunteered with the Saturday Club which I found very rewarding. I also successfully completed the Pope John Paul Award of which I am very proud. In 2024, I also had the privilege of traveling to Lusaka which was the most amazing experience any Year 13 could have.

Ciara - Year 14

I am currently studying A Level Life and Health Sciences, Geography and Maths, and I am really enjoying how these subjects work well together. Life and Health Science has helped me gain a deeper understanding of the human body, while Geography has taught me more about how our world works, and Maths, although challenging at times, is both rewarding and enjoyable.

As part of the Year 13 RE Programme, I am involved in knitting for the Neonatal Unit and working towards the Pope John Paul II Award, which has been a meaningful experience and has allowed me to give back to the community. Alongside this, I am a member of the traditional music group, which I really enjoy and which provides a great balance to my studies.

Overall, I have found the transition into Year 13 both challenging and exciting, and I am enjoying the opportunities Post 16 life has to offer.

Kathleen - Year 13

I am in Year 13 and am currently studying Politics, History and Religion. I chose these subjects as they align well with the requirements of Law, the future degree that I would like to study. My strengths lie in essay based subjects. A Levels do require commitment and a determination to use your time productively. The transition from GCSE can be a little daunting, but the new experiences are amazing.

Nora - Year 13

The transition from GCSE to A Level is both an exciting and challenging step. While the workload change from GCSE to A Level is quite significant it is definitely more enjoyable. At A Level, the depth and complexity of the subjects increase substantially. It can be challenging, but it is also very rewarding as you gain a deeper understanding of the subjects about which you are most enthusiastic.

I chose to study Chemistry, Biology, Maths, and Psychology because they complement one another, providing a strong foundation for understanding the complexities of the natural world and human behaviour. These subjects not only build on the knowledge I developed at GCSE but also encourage critical thinking, problem-solving, and analytical skills that are important for future careers. I was particularly drawn to the blend of scientific inquiry and practical application, which will prepare me for potential careers in Science, Healthcare, or Research.

By taking these A Levels, I am able to develop a more comprehensive knowledge of the subjects I am enthusiastic about, while keeping a wide range of opportunities open for the future.

Mairéad - Year 14

I am a Year 13 student currently studying English Literature, Politics and Sociology. I chose these subjects as I intend to study Law and International Relations at University and these subjects complement that well. Overall, I am enjoying my transition into Post 16 as we are offered a lot of opportunities and there is something to suit everyone, for example the SistersIn Leadership Programme, the SEPI (Shared Education for Positive Innovation) Programme and of course the RE Programme each Tuesday when guest speakers from a range of agencies share their experiences with us.

In comparison to GCSE's, the workload at A Level is much more intense and complex. To manage this transition, I would advise you to stay organised from the beginning of the year and to pick subjects that you feel you would enjoy. Best of luck with your Post 16 studies.

Molly - Year 13

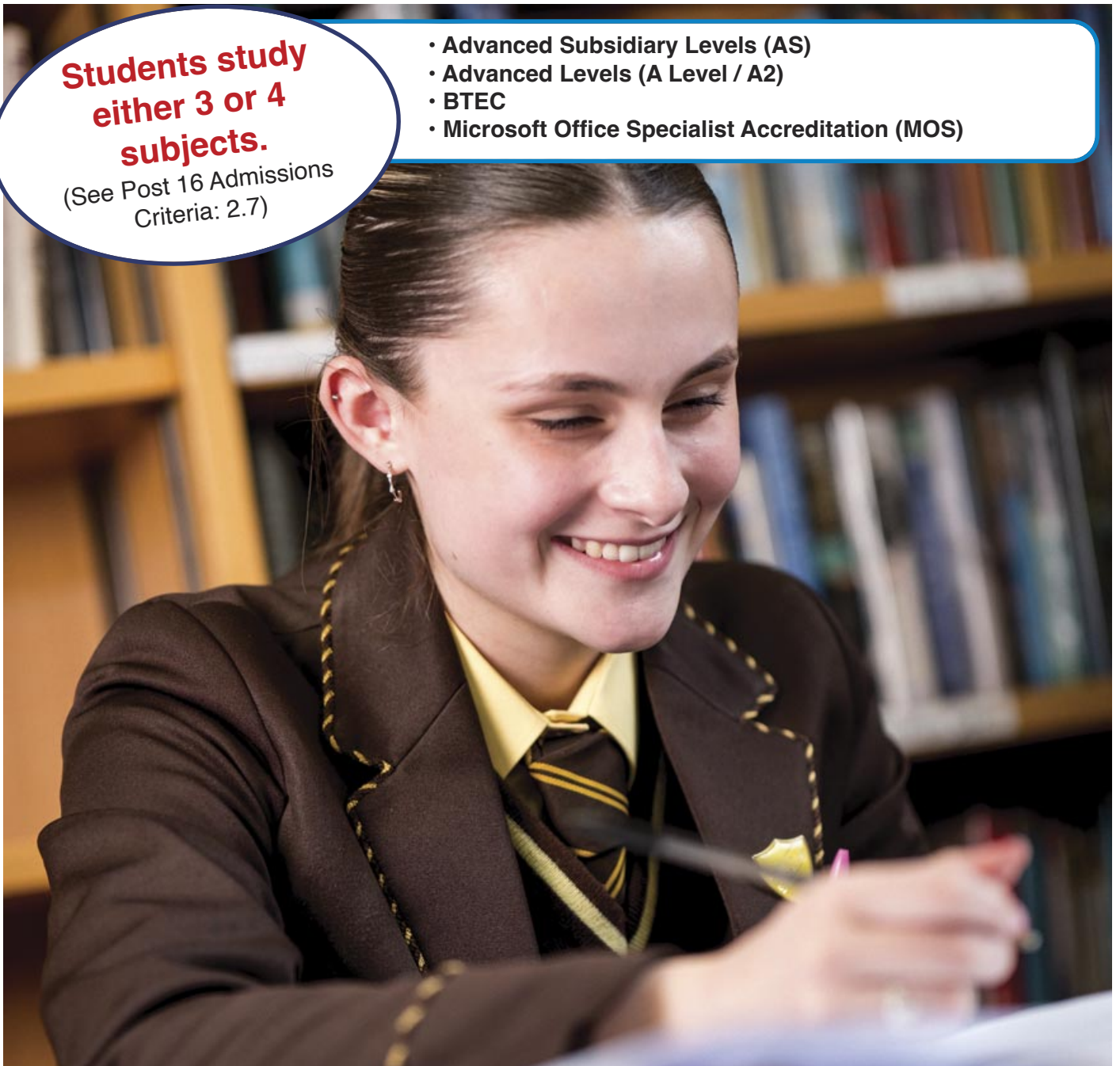
The Post 16 Curriculum offered in Loreto

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:

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

(See Post 16 Admissions
Criteria: 2.7)

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



Post 16 Admissions Criteria 2026/2027

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 5 GCSE passes with a minimum value of 200 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 2026/2027

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 Sciences(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 Early Childhood Development

BTEC Level 3 National Extended Certificate in Travel & Tourism.

Please note:

The above lists of AS/A Level subjects and BTEC courses are 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.

Post 16 Subject Choices: Loreto 2026/2027

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), Digital Technology(G), English Literature(G), Geography(G), Government and Politics(G), History(G), Health & Social Care(A), Irish(G), Life and Health Sciences (G), Mathematics(G), Nutrition and Food Science(G), Physics(G), Psychology(G), Religious Studies(G), Sociology(G) Spanish(G), Technology and Design(A) and Travel and Tourism (G).

Post 16 subjects follow the new revised specifications as outlined in CCEA, WJEC or Pearson 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, WJEC 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).

Assessment information for each subject is provided in this booklet.

Find below a list of subjects currently on offer at Post 16 through Loreto Grammar School. Please note the offer of subjects in 2026-2027 will be dependent on pupil uptake in August 2026.



www.aqa.org.uk

Design and Technology



www.ccea.org.uk

Biology
Business Studies
Chemistry
Digital Technology
English Literature
Environmental Technology (OLC)
French (OLC)
Geography
Government & Politics

Examination Boards (Continued)



www.ccea.org.uk

Health and Social Care (Single or Double Award)
 History
 Irish
 Life and Health Sciences
 Mathematics
 Music (OLC)
 Nutrition and Food Science
 Performing Arts (OLC)
 Physics
 Religious Studies
 Software Systems Development (OLC)
 Spanish



www.pearson.com

BTEC Agriculture-Land Based Business (OLC)
 BTEC Applied Science (OLC)
 BTEC Construction (OLC)
 BTEC Creative Digital Media Production (OLC)
 BTEC Engineering (OLC)
 BTEC National Extended Certificate in Early Childhood Development
 BTEC Sport
 BTEC Travel and Tourism



WJEC

Psychology
 Sociology



Edexcel

Art and Design



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 2025-26 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.

All Post 16 Students avail of the following provision

01

3 / 4 Subjects: AS, A Level, BTEC

02

Key Skills:
Microsoft Office Specialist

03

Careers Education, Information,
Advice and Guidance (CEIAG)

04

Religious Education Programme

05

Personal Development Programme
and Weekly Year Group Assemblies

Work Experience

Outreach Programme

Opportunities for all
Post 16 Students

Leadership Development

Student Council

Young Enterprise

Parish and Community Involvement

Justice, Peace and Integrity of Creation

Pope John Paul II and

Millennium Volunteer Awards

Curriculum Enrichment through
Extra-Curricular Opportunities

Life Skills Programme

Educational Visits



Subjects



LORETO

Grammar School, Omagh

Rooted, Responsive, Relevant



"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 Subjects & 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

A Level Art and Design lets you explore your own artistic style while using fun materials like paints, digital tools, or textiles to bring your ideas to life. It is a great way to build a strong portfolio and learn creative skills that top employers and universities are looking for.

Myah -Year 13

What I love about studying Art and Design is the creative freedom and the opportunity for my imagination to spark. The beauty and constant innovation in Art and Design inspires me to express ideas and emotions in ways that words can not capture. It has opened many doors to exciting career paths and has provided me with a unique perspective on culture and history.

Martha - Year 13



Method of Assessment

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

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 Student

Subject Content

Pearson Edexcel A Level Art & Design

Year 1: Component 1 – Personal Investigation (Portfolio Development)

Students develop advanced skills through workshops exploring a range of media, techniques, and processes. Emphasis on formal elements such as composition, colour, texture, line, and form through observational and experimental work. Contextual research supports understanding of artists, designers, and cultural influences. A sketchbook is used to document ideas, experimentation, and visual research. Initial project work begins for Component 1, allowing students to explore themes and develop a personal direction.

Year 2: Completion of Component 1 & Component 2 ESA

Component 1:

Students complete a sustained practical project supported by a written study (1000 - 3000 words). Finalisation of all portfolio work for assessment.

Component 2 – Externally Set Assignment (ESA):

Edexcel releases the ESA theme in February. Students develop a new project through research, experimentation, and refinement. A final, resolved outcome is produced during a 15-hour supervised exam.

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.

I find Biology very interesting. Although it is a big step up from GCSE, the content is very engaging.

Aisling - Year 14

I have always been really curious about how our bodies work and how complex they are. It has always been a passion of mine, and I never get bored of learning about ourselves and the world around us. Every time I leave the classroom, I have always learnt something new and interesting that helps me understand myself and how I work a little bit more. Having teacher/teachers that are passionate about what they teach makes all the difference.

Lauren - Year 14

I chose Biology for A Level to open more doors for my future. I wasn't sure what course I wanted to pursue, and Biology gave me the opportunity to look into multiple career paths. I have found the subject interesting so far.

Molly - Year 14



Biology

I really enjoyed Biology at GCSE and decided to keep it on as I would like to pursue a career in healthcare. I am enjoying the topics this year and whilst they are challenging, they are really interesting.

Katie - Year 14

I picked Biology because I will need it in the future for university. It is a big step up from GCSE but I am surviving so far. A Level Biology will leave a wider range of careers available for me after Loreto.

Nollaig - Year 14



Career Possibilities

Biology will provide opportunities for careers such as:

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

Recommended Subjects & Grades

DoubleAwardScience	A*A*-AB
GCSE Biology	A/B

OTHER CONTRIBUTORY SUBJECTS

Chemistry (GCSE)	A/B
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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

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.



Business Studies



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 taken 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 - 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 Subjects & 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 |
|-------------------------|--------------|



“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 Subjects & 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

I would really recommend A Level Chemistry to anyone who is thinking of taking it, as the topics are so interesting and build on your GCSE knowledge. A Level Chemistry can keep a lot of doors open for the future and there is a wide variety of careers in which you can use it. I genuinely enjoy class and it is now my favourite subject.

Tara - Year 14

I am really enjoying A Level Chemistry. Although it is a large jump from GCSE, the content we are learning is intriguing. I also do AS Maths, Biology and Geography, and it is so good as there are some overlaps in the content we are learning in Chemistry. I find my Mathematics skills very useful. It has been challenging but I would urge you to think about A Level Chemistry as it is very enjoyable and keeps so many career paths and university options open.

Kyla - Year 14

Career Possibilities

A Chemistry qualification gives you great choice. It is useful for a wide variety of science/non science related courses and is essential for:

- Research and Development and Biomedical Sciences
- Food Science
- Pharmacy
- Dentistry
- Life Sciences
- Veterinary Science
- Dietetics
- Medicine

Subject Content

AS

AS 1: Basic Concepts in Physical and Inorganic Chemistry

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

AS 3: Basic Practical Chemistry

A2

A2 1: Further Physical and Organic Chemistry

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

A2 3: Further Practical Chemistry

Method of Assessment

AS: External written examination

1 hour 30 minutes

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

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

40% of AS / 16% of A Level

AS 2: External written examination

1 hour 30 mins

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

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

40% of AS / 16% of A Level

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

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

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

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

20% of AS / 8% of A Level

A2 1: External written examination

2 hours

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

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

40% of A2 / 24% of A Level

A2 2: External written examination

2 hours

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

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

40% of A2 / 24% of A Level

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

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

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

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

20% of A2
12% of A Level



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

GCE Design and Technology (AQA)

A Level Design and Technology focuses on developing an understanding of the theory underpinning the design process, alongside practical skills for solving real-world problems. Students engage with modern technologies, explore materials and manufacturing techniques, and design innovative products. The course promotes creativity, critical thinking, and collaboration, while integrating knowledge from a range of disciplines including Engineering, Art, and Technology.

Module Breakdown:

The A Level Design and Technology course is assessed through a combination of coursework and examinations. This qualification is linear this means that students will sit all their exams and submit all their non-exam assessment at the end of the two year course.

I decided to take A Level Design and Technology because it combines creativity with practical skills. I love the challenge of solving real-world problems and designing innovative solutions. This subject not only prepares me for a career in engineering or architecture but also helps me develop critical thinking and project management skills that are valuable in any field.

Holly - Year 14

Assessment Breakdown:

- **Written Examinations (50%)**
 Paper 1 30% Technical Principles.
 Paper 2 20% Designing and Making Principles
 Two written examinations that assesses students' knowledge of materials, processes, technical principles and design principles. They include a mixture of short- and extended-response questions, as well as case study-based tasks.
- **Non-Examination Assessment (50%)**
 This component consists of a Design and Make Project in which students design and produce a prototype. The project is internally assessed and externally moderated. Students must document the full design process, from initial research and concept development through to manufacture and final evaluation.

Design & Technology



Potential Career Pathways Include:

- Product Designer – Designing innovative, user-centred products for industries such as consumer goods, technology, and furniture.
- Engineer – Progression into disciplines including mechanical, civil, electrical, manufacturing, and aeronautical engineering.
- Architect – Developing design thinking, problem-solving, and technical drawing skills essential for architectural study and practice.
- Industrial Designer – Applying creative and technical knowledge to the design and development of mass-produced products, including electronics and household items.

Progression Routes:

- University Degrees – Strong preparation for degrees such as Product Design, Design Engineering, Mechanical Engineering, Architecture, Industrial Design, and related STEM courses. The AQA specification's emphasis on iterative design, materials, manufacturing processes, and sustainability aligns closely with university expectations.
- Higher and Degree Apprenticeships – Suitable preparation for apprenticeships in engineering, manufacturing, construction, and design, where the Non-Examination Assessment (NEA) demonstrates independent problem-solving and project management skills valued by employers.
- Portfolio Development – The AQA NEA Design and Make Project supports the creation of a high quality portfolio, particularly beneficial for applications to design- and architecture-related courses.
- Industry and STEM Careers – Skills developed through the AQA course, including CAD/CAM, prototyping, testing, evaluation, and technical analysis, are directly transferable to roles within modern manufacturing and design industries.

Course Requirements

A minimum grade B in GCSE Technology and Design is required, along with a minimum grade B in GCSE Mathematics.



A2 Coursework Sample

Career Possibilities

AQA A Level Design and Technology provides a strong foundation for students progressing into higher education, apprenticeships, and careers within design, engineering, and technology-related industries.



Digital Technology

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.

Northern Ireland has a significant need for young people to develop advanced digital skills, going beyond basic device use to include coding, problem-solving, and computational thinking, driven by a growing digital economy and disparities in access and proficiency, especially among vulnerable groups.

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 am 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.

Edel - Year 14

Digital Technology is a fantastic, immersive and hands on A Level, it supports collaborative learning that has no boundaries. I did not 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



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.

Aisling - Year 14

Recommended Subjects & 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 |



The Pearson Level 3 Alternative Academic Qualification BTEC National in Early Childhood Development (Extended Certificate) allows students to engage in a broad investigation of the children's care and education sector (0-8 years). There are four mandatory units; two examined and two internally assessed. The internally assessed units give students the opportunity to engage in applied knowledge and understanding tasks to develop their early childhood development knowledge.

Qualification Structure

Students must complete 4 mandatory units.

Unit	Unit Title	GLH	Type	How Assessed
1	Children's Development	90	Mandatory	External
2	Keeping Children Safe	90	Mandatory	External
3	Play and Learning	90	Mandatory	Internal
4	Research and Reflective Practice in an Early Childhood Setting	90	Mandatory	Internal

Key Features of BTEC Early Childhood Development

External assessment 50% of the total qualification of GLH is made up of external assessment. A summary is given below.

Unit 1: Children's Development

- Written examination set and marked by Pearson
- 80 marks
- Availability – January and May/June

Unit 2: Keeping Children Safe

- Written examination set and marked by Pearson
- 80 marks
- Availability – January and May/June

Synoptic assessment

The assessment of synoptic knowledge requires students to apply learning from one unit to the assessment in another unit. Within the assessment for Unit 4: Research and Reflective Practice in an Early Childhood Setting, students will be assessed on underpinning knowledge, ideas and concepts from Unit 1: Children's Development and Unit 2: Keeping Children Safe.

Internally Assessed Units

Internally assessed units are assessed by a Pearson Set Assignment Brief (PSAB), which is set by Pearson, internally assessed and subject to external standards verification.

Work placement

It is strongly recommended that students are given the opportunity to undertake a work placement whilst enrolled on this course. The work placement setting should be with children from birth up to eight years and support students with completion of Unit 4: Research and Reflective Practice in an Early Childhood Setting.

Grading

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for progression to higher education, and successful development of transferable skills. Students achieving a qualification will have completed all units. 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

Career Possibilities

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

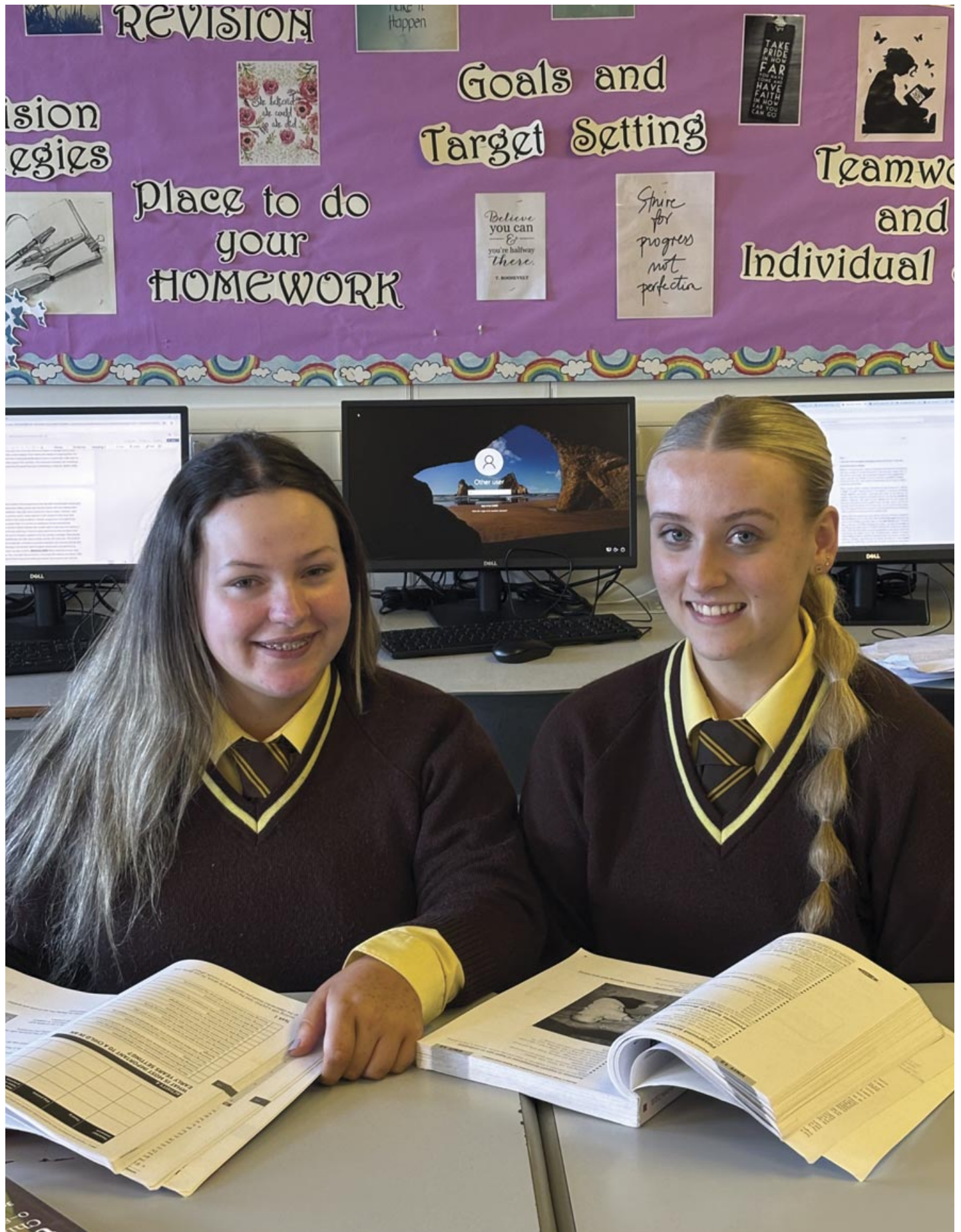


After completing GCSE Child Development, I discovered a strong passion for understanding how babies and young children grow, learn, and thrive. This inspired me to continue my studies with the BTEC Children's Play, Learning and Development course.

As part of the qualification, I have completed 60 hours of placement in a childcare setting, gaining hands-on experience with both preschool and school-aged children. This practical element has helped me develop essential skills and knowledge that will support my future career working with children.

Although the course can be challenging, I have thoroughly enjoyed it. It has provided me with a clear insight into a wide range of career pathways within childcare and education, and confirmed my ambition to work in this rewarding field.

Claire - Year 13



English Literature

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 to study A Level English Literature because I have always particularly enjoyed this subject, especially at GCSE. So far, the course has involved studying poetry and exploring a variety of themes, which I have found highly interesting and engaging. We also study a novel and a drama play, making English Literature ideal for anyone with a passion for reading and writing, as I do.

English Literature allows me to consider different interpretations and perspectives of characters, which helps me improve my analytical and critical thinking skills, while also listening to other people's viewpoints through class discussions.

*Overall, I believe A Level English Literature is an excellent subject to study. It is my favourite A Level and opens many career pathways and opportunities when choosing a future course or profession.***

Molly - Year 13



Recommended Subjects & 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

English Literature

If I had to pick my favourite subject at AS level, I would, without a doubt choose English Literature. Not only has it extended my vocabulary, but it has opened my eyes into how meaningful English Literature can be in people's lives. Through studying Frost and Heaney's poetry, I have realised that literature is a form of expression and can even help people through the hardships of life. In my opinion, English Literature has never been boring! It has been my favourite subject throughout my school years because it is engaging and even unpredictable. It is impossible to know what is going to happen in a novel such as 'Wuthering Heights', as the plot is intriguing. As English literature has helped me with my analytical skills and essay writing, it has benefited me in the study of my other AS subjects also because I am able to transfer the skills acquired in English Literature to all my work. While I am confident that English Literature will help me with my chosen career path, it is also exciting and enjoyable, which is why you should choose A Level English Literature too.

Cobhlaith - Year 14

I chose to study English Literature at A Level because it was a subject I really enjoyed at GCSE. It has helped me develop my communication, analytical, and critical thinking skills in a way that feels engaging and natural. I have loved exploring different texts and diving deeper into writers' hidden messages, while learning how to interpret a range of perspectives and understanding how historical and social contexts shape their ideas. This year in particular, studying poetry and drama has been one of my favourite parts, as it allows for more personal and creative responses. English has massively contributed to my essay-writing skills, which I have found transferable to my other subjects too, and it has made me more confident in expressing my own ideas while considering the views of others. Overall, English is a subject I genuinely enjoy and find rewarding both academically and personally, as well as for my future.

Rihanna - 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.

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	

Subject Content

AS

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

A2

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

Method of Assessment

AS 1

Presentation
Conversation

AS 2

Listening
Reading
Use of language

AS 3

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

A2 1

Discussion
Conversation

A2 2

Listening
Reading

A2 3

Extended Writing: an essay response to one literary text

Recommended Subjects & 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.

Geography

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



In September 2025, Year 14 Geography students participated in an amazing four day educational excursion to Iceland where they visited the Blue Lagoon, Kerid Crater Lake, the Great Geyser, Thingvellir National Park, Reynishverfi Black Sand Beach, Seljalandsfoss Waterfall and walked on the Solheimajokull Glacier. The Geography Department is planning another trip to Iceland in September 2027.

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...

- 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

Geography

Recommended Subjects & 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.



A Level Geography is definitely our favourite subject, as each topic is extremely interesting, and you are always learning something new about the environment, the economy and people. Geography helps to develop skills which are necessary for university, such as teamwork, problem-solving, managing information, analysing data and writing extended answers. Geography is a STEM related subject and it will keep many diverse doors open for your future. In Loreto, Geography is taught with enthusiasm, and it is obvious that the teachers love their subject, and this makes studying the course even more enjoyable.

Ciara & Laoise - 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: Aideen McGuigan
 Studied at Loreto Grammar School:
 Sept 2009 – June 2016

A' Level Subjects Studied:
 Geography, Biology and ICT

Third Level Course/ Training Programme:
 BSc Geography at Queen's University Belfast
 MSc Environmental Engineering – Queens University Belfast

What attracted you to this course?

I really enjoyed studying geography in school and I was keen to continue studying it at university as the course offered various modules that appealed to me, especially renewable energy. As someone who originally wanted to be a teacher, studying geography allowed me to pursue this career but it also kept my options open, which was very beneficial for me as I decided to go down the engineering route instead. I chose this instead of teaching as the world is constantly changing with climate change, and I was drawn to the possibility of going into a career that finds sustainable solutions.

Company you currently work for, Job Title and Location:
 I work as a Development Manager with Atmos Renewables in Melbourne, Australia.

My role varies from day to day and includes site visits to wind farms, solar farms and battery storage sites all across Australia.

Government & Politics

*"The talents of women are now flooding every aspect of life as never before."
Mary McAleese Former President of Ireland 1997-2011*



I would certainly recommend studying A Level Politics. I was a little nervous at the start as it was a new subject that I had not studied before but it blends really well with my other choices of History and Religion. We learn about the Legislative and Executive branches of government in the UK as well as studying the Judiciary. I am learning about new laws, their impact and how amendments can be made. In Year 13 we also study NI politics and my class visited Stormont in February to meet with politicians and hear about legislation. We also met with the First Minister Michelle O'Neill. A key part of Politics is media watch and there has been a lot of 'big news' stories recently. I feel that by studying Politics, I am now a lot more aware of what is going on in the world and how it can affect me in my life. I find it really fascinating and interesting.

Ella - Year 13

The study of Government and Politics the ever changing, ever present. It provides us with watershed events that shape the present day. Few subjects have such a significant impact on our daily lives.

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 it's a new political scandal, an election campaign or international conflict, there is always something or someone to debate and analyse.

Career Possibilities

Law, Journalism and Broadcasting, Local Government and Politics, Electioneering, Legislative Affairs, Sociology and Social Work, Civil Service, International studies, Teaching, Public Relations.

Subject Content

AS

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

A2

Module 1: Comparative Government
A Comparative Study of the Government and Politics of the UK and USA
Module 2:
Political Power and Political Ideas - Authority, coercion, legitimacy, Marxism, Pluralism, Elitism and Feminism.

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 Subjects & 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 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 initiatives 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 my critical thinking skills, which I use today to read across a 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 it's fascinating to see the dynamics of power at play – just look at the 2024 US Election!

Maeve Flanagan - Past Pupil of Government and Politics

A Level Government and Politics has been an eye-opening experience. It has given me a deeper understanding of the world around me and helps me to understand how our governing systems operate. The knowledge I have gained is knowledge that I can carry with me in my every-day life, and it will give me better awareness for the future. I really recommend taking it on for A Level.

Aimee - Year 13

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

Abraham Lincoln

"Education is the most powerful weapon which you can use to change the world"

Nelson Mandela



My name is Ella Devlin, and I am currently in my second year studying Law at Durham University.

I am so glad I chose to study Government and Politics at A Level. My love of the subject developed quickly, as I studied a range of interesting political systems and ideologies, gaining insight into both domestic and international politics as my studies progressed. I particularly enjoyed studying the American political system and various

conflicting ideologies in my final year, as this enabled me to improve my understanding of politics outside the UK.

Politics has provided me with various skills that have benefitted me as I made the transition to university. My study of the British Judiciary at AS was particularly useful, as it provided me with an understanding of the British legal system. Politics has also equipped me with skills regarding debate and the ability to construct a strong argument, both of which have continued to aid me in both my studies and in increasing my confidence in general.

As I progress in my study of Law and eventually embark upon my career, I am sure the skills I gained during my study of Government and Politics will continue to be beneficial.

Ella Devlin - Recognised at All-Ireland Level for outstanding achievement



Health & Social Care

Health & Social Care follows the CCEA GCE specification and is designed for students with an interest in health, wellbeing, social responsibility, and caring professions. It provides a strong academic foundation alongside applied learning, enabling students to develop knowledge, understanding and transferable skills relevant to modern Health, Social Care and Early Years contexts.

The course encourages students to think critically, creatively, and analytically while responding to real-life issues faced by individuals, families, and communities. Students develop key skills in research, evaluation, communication and problem-solving, all within a work-related and evidence-based framework.

Health, Social Care and Early Years remain major employment sectors in Northern Ireland, spanning the public, voluntary and private sectors. This qualification supports progression to higher education, training, apprenticeships, and employment, and is particularly well-suited to students considering caring or people-focused careers.

"Caring Is Our Calling"

Course Structure

Health & Social Care is available at AS Level and A Level.

Students may:

- Take AS Level as a stand-alone qualification, or
- Continue to A Level by completing both AS and A2 units.

AS Level (Year 13 – 40% of A Level)

At AS level, students explore the foundations of care practice, developing an understanding of health and wellbeing and the impact of health and ill-health on individuals.

AS Units:

- 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.*

Key themes include care values, communication skills, health influences, and individual needs.

A2 Level (Year 14 – 60% of A Level)

At A2, students build on AS knowledge by analysing contemporary issues, family support, service provision, and public health strategies.

A2 Units:

- Unit A2 3:** *Providing Services*
- Unit A2 4:** *Public Health and Health Promotion*
- Unit A2 5:** *Supporting the Family*

Students explore how services respond to diverse needs and develop a deeper understanding of policy, practice and partnership working.

Assessment

Assessment is in line with the CCEA GCE assessment framework, using a combination of external examinations and internally assessed coursework.

- **External assessment:** Exam papers set and marked by CCEA.
- **Internal assessment:** Portfolio-based coursework marked in school and externally moderated.

Weighting

AS Level: 40% of total A Level

A2 Level: 60% of total A Level

* Includes 50% coursework.

This balanced approach supports a wide range of learners and assessment strengths.



Health & Social Care

Subject Content

In line with the CCEA GCE Health & Social Care specification, students study a broad and relevant curriculum that explores:

- Values of care and ethical practice
- Effective communication in care settings
- Health, wellbeing, illness, and disability
- Family structures and support systems
- Social policy and service provision
- Public health initiatives and health promotion
- Psychological and sociological perspectives

Students are supported in developing independent learning skills, alongside the ability to analyse case studies, evaluate evidence, conduct investigations, and apply theory to practice.

Entry Requirements

Minimum school entry requirements, plus At least Grade B in English

CONTRIBUTORY SUBJECTS INCLUDE:

Science (especially Biology),
English Language,
Child Development / Home Economics
Psychology or Sociology,
ICT / Digital Technology.

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.

Career and Progression Pathways

University Degree Pathways

Most students progress to degree-level study, particularly in health, social sciences, and education.

- Health & Healthcare Professions
Nursing (Adult, Children's, Mental Health, Learning Disability)
- Midwifery
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Radiography
- Operating Department Practice
- Public Health / Health Promotion
- Allied Health Professions

Social Care & Social Sciences

- Social Work
- Social Policy
- Criminology
- Youth and Community Work
- Social Care Studies
- Health and Social Care Management
- Sociology
- Psychology

Children, Education & Family Studies

- Primary Teaching
- Early Years Education
- Childhood Studies
- Special Educational Needs (SEN)
- Family Support and Welfare Studies
- Youth Studies

Roles in the Wider Health, Care & Community Sector

Not all careers involve direct care — many students move into support, leadership, or community-facing roles:

- Health Promotion Officer
- Community Development Worker
- Charity or NGO Worker
- Welfare Rights Advisor
- Housing Support Officer
- Care Coordinator
- Policy or Research Assistant

As an A2 Health and Social Care student, I have found this subject to be challenging, rewarding and intellectually engaging, as it moves beyond introductory concepts and encourages deeper understanding of how health and social care systems operate in practice. The A2 content has allowed me to explore complex areas such as public health strategy, family support, service provision, and the impact of social policy, encouraging me to evaluate how and why services respond differently to the needs of individuals and communities. Through independent research, investigative coursework, and evaluation of real-world case studies, I have developed strong analytical and decision-making skills, as well as the ability to interpret data, assess professional practice and draw reasoned conclusions. As a result of this course, I have been inspired to apply for Social Work and Social Policy degree pathways, as I now feel equipped, motivated, and determined to pursue a career dedicated to supporting vulnerable individuals and improving health and wellbeing in society.

Sarah-Jane - Year 14

Health and Social Care is a fantastic subject to study because it is both academically stimulating and genuinely meaningful. The content is highly relevant to real life, allowing me to explore important topics such as care values, communication, health and well-being, and the impact of illness on individuals. I have developed a strong understanding of how health and social care services support people across the lifespan, which has helped me see the subject as more than theory, it is about real people and real situations. The skills I have developed are wide-ranging and transferable, including research, analysis, evaluation, communication and problem-solving, particularly through case studies and investigative coursework. Studying AS Health and Social Care has strengthened my academic confidence, developed valuable life and employability skills, and confirmed my interest in working within a caring and people-focused profession.

Aimee - Year 13



SCAN ME

Double Award Health and Social Care is equivalent to two A Levels. Please check this QR code for more details.

History is Past, Present, Future.

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 Subjects & 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.

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.

Subject Content

AS

Module 1:

Germany 1919-45.

Module 2:

Russia 1914-41

A2

Module 1:

Clash of Ideologies 1900-2000.

Module 2:

Partition of Ireland 1905-1923.

Method of Assessment

AS

Module 1: Structured question and sources

Module 2: Structured question - mini essays

A2

Module 1: One essay

Module 2: Structured questions and sources

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 suitable 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 practice 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 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



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



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 9 minute 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



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 - 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 was not fluent in Irish, I was worried that I would not be able to keep up with the workload, but the transition from GCSE to AS was easier than I expected.

Deirbhile - Past Pupil

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)**

Recommended Subjects & 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
- 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
- BEd(Hons) Primary Science
- BEd (Hons) Post-primary where subsidiary option in Science is available
- BS (Hons) Post Primary in Maths and Science
- Bs(Hons) Health, Physical activity and Sport
- Professional Nursing (lower offer entry)
- Midwifery Sciences (lower offer entry)



Life and Health Science is a great subject as it keeps open multiple doors and pathways to be able to get into any sort of Allied Health profession. I enjoy it as it isn't all based around one science, but all three sciences. My favourite topic so far is Homeostatic Mechanisms. It is quite challenging, but it helps when your teacher is able to break it down and explain things in a way as to improve your understanding. A lot of the A Level is based on coursework, meaning that you don't have to only focus on exams, which some people prefer. Our teacher guides with both exam work and coursework, so Life and Health Science is a subject I would strongly recommend.

Meabh - Year 13 Student

One of the most enjoyable aspects of Life and Health Science is its practical components. I love conducting experiments, analysing data, and applying theoretical concepts to solve real world problems, for example, how to obtain a high percentage yield when making a common medicinal drug such as aspirin.

Year 13 Student



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 Subjects & 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 Pupil Testimonies

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 working in Dublin with global reinsurance company - Canada Life Re.

Maria received multiple awards including:

- Best Student in Actuarial Econometrics and Data Science
- Best Performing Student in Financial Engineering
- Best Performing Student in Actuarial Modelling
- Best Reflection on the Placement Experience
- Best Performing Student in the BSc Actuarial Science and Risk Management Programme

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 - Completed placement in Dublin with Hannover Re (a global reinsurance company)

Fourth Year - graduated from QUB June 2025.

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. Aoife is now fully qualified as a Senior Tech Associate with PwC (Government and Health).



Nutrition & Food Science



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 Subjects & 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.

“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.

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.

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

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



A Level Physics 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 many 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 Subjects & 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.

"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

Physics

The CCEA GCE Physics specification encourages students to develop their enthusiasm for the subject and an interest in further studies and careers in Physics.

Students develop essential knowledge and understanding of different areas of Physics and how they relate to each other.

This specification 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.

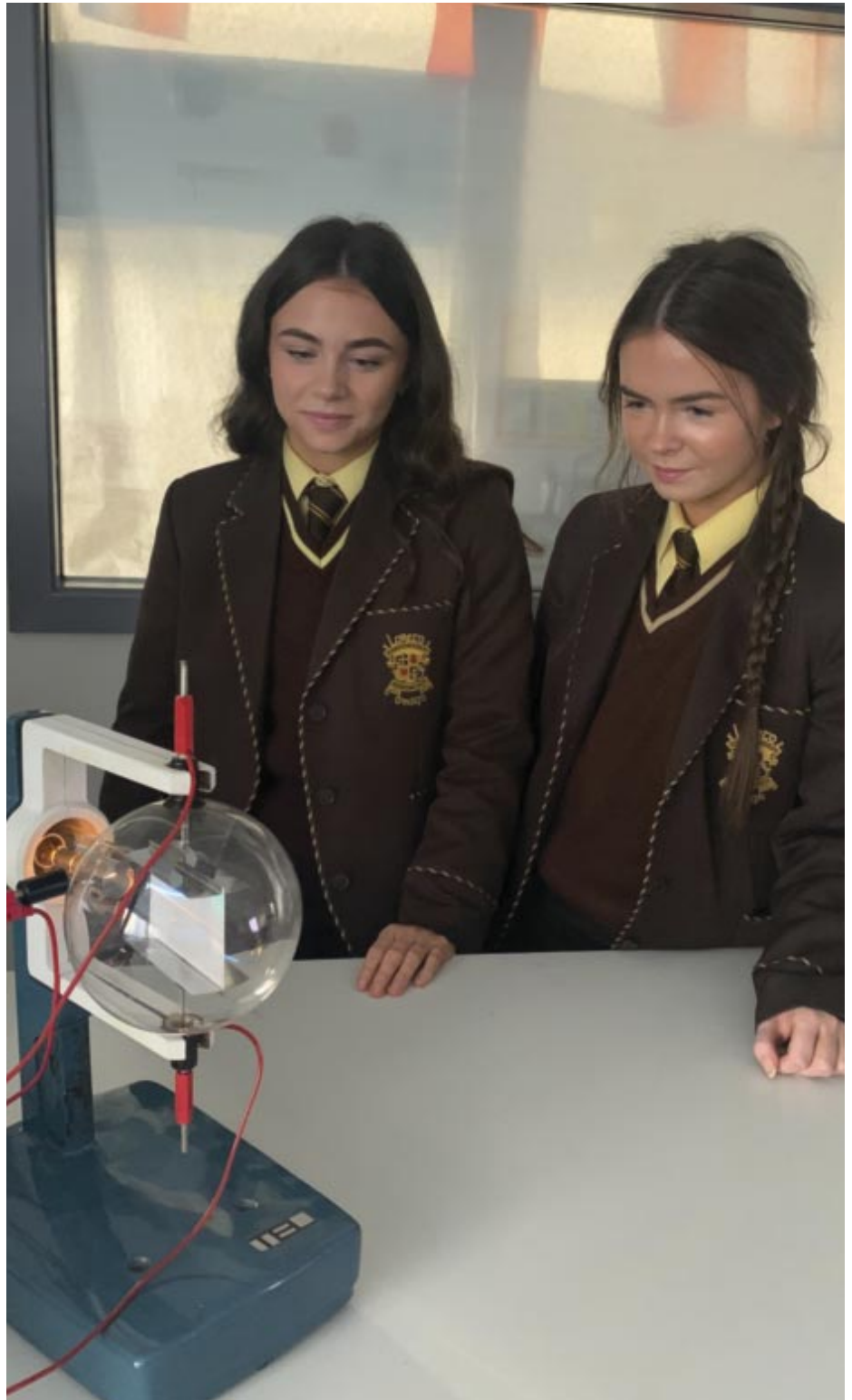
They can also choose to take the AS course as a stand-alone qualification.

Skills developed through GCE Physics

This specification builds on learning from Key Stage 4 and gives students opportunities to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities.

Students develop competence in a range of practical, mathematical and problem-solving skills. They develop and demonstrate a knowledge and understanding of how science works.

The specification helps students to develop advanced study skills, providing a firm grounding for students wishing to progress to higher education in Physics or related subjects such as Engineering or Electronics. Higher Education courses in these subjects usually require an A Level qualification in Physics for entry.



“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

AS1 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

Psychology

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



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 we 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.

WJEC A level Specification

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



I enjoy Psychology because it is different to any other subject I have studied and explains why people behave in certain ways. It is very interesting and I love every class.

Cara - Year 14

A Level Psychology is completely different from anything you study in junior school, which is what makes it so fascinating. It opens your mind to understand why we think, feel, and act the way we do, while also exploring psychopathy including criminal behaviour, addiction, and schizophrenia. You will learn how to analyse both quantitative and qualitative research, giving you valuable skills that universities really look for, along with the ability to work independently and think critically. One of the best parts is being able to discuss different viewpoints and debates with your peers, comparing ideas and exploring real-life examples together. It's a fun, eye-opening, and engaging subject, and I would really recommend choosing A Level Psychology!

Clodagh - Year 14

I chose Psychology at A Level because it aligns perfectly with my career aspirations and complements my other subjects. I enjoy the balance it offers between scientific analysis and essay writing, which keeps the course varied and stimulating. Learning about and discussing different psychological findings is something I find particularly engaging.

Emer - Year 14

I love A Level Psychology because it's so different from my other subjects. It helps me understand real-life behaviour and gives me a deeper insight into people and the world around me. Every topic is genuinely interesting and engaging, which makes the subject easy to enjoy and one of the best decisions I have made.

Holly - 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 Subjects & 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 Subjects & 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)



I really enjoy Religious Studies as it is very interesting to learn about the background of our faith and how Christianity spread across Ireland. I really enjoy that it is essay-based as that is my strong point. I have developed a lot of skills such as time management and essay structure, as well as developing my faith.

Caoimhe - Year 13

I chose Religious Studies as I enjoyed learning about religion throughout school and I wanted to gain an even deeper understanding of the subject. You not only learn about the history of religion but you also discuss worldly issues that have a connection with religion. The teachers are supportive and make each lesson interesting so we can engage more.

Beth - Year 13

I chose to study Religious Studies at A Level as I had always enjoyed it since Junior School. This year, I really enjoy how Religious Studies incorporates history, politics and our own personal ideas and views. It is a very versatile subject that I would recommend to anyone who likes essay based subjects.

Beth - Year 13

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%

Sociology

What is Sociology?

Sociology is the study of society and social behaviour, exploring how people interact in groups and how society shapes our everyday lives—often in ways we do not immediately notice. At A Level, Sociology encourages students to look beneath the surface of social life, examining how institutions such as education, the media, religion, and the family influence individuals and are influenced in return. Students explore how class, gender, ethnicity, and power shape identities, opportunities, and life chances. Central to the subject is our departmental slogan: “In Sociology, things are not what they seem.” Students learn to question common assumptions, challenge taken-for-granted ideas, and see the hidden forces shaping behaviour and inequality. Many students are fascinated by discovering just how varied the human experience can be, and how powerfully group identity can influence a person’s future. Sociology is a vibrant, thought-provoking subject, rich in discussion and debate, where curiosity is encouraged and complexity is celebrated. It develops confident, critical thinkers equipped with analytical, evaluative, and empathetic skills—excellent preparation for university study, future careers, and life in an increasingly complex world.

Entry Requirements for A Level Sociology (WJEC)

Sociology is an academically rigorous subject that involves reading, discussion, and extended writing, students are expected to have a good GCSE profile to ensure they can be successful. A good overall GCSE profile that demonstrates:
Ability to read and understand complex texts.
Confidence in written response and evaluation
Willingness to engage in discussion and debate.

Recommended Subjects & Grades

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

CONTRIBUTORY SUBJECTS

Students who have studied or are also studying the following often find Sociology complementary:

- English Language or Literature
- History
- Geography
- Religious Studies
- Psychology
- Health & Social Care
- Politics

These subjects develop similar skills in analysis, evaluation, interpretation, and extended writing.

SKILLS AND QUALITIES FOR SUCCESS:

A Level Sociology is well suited to students who:

- Are curious about how society works
- Enjoy discussing current issues, inequality, identity, and power
- Are willing to challenge assumptions and think critically
- Can organise their work and meet deadlines
- Are open-minded and respectful of different viewpoints
- Excellent skills in extended writing.

Method of Assessment

AS Unit 1: Acquiring Culture

Written examination: 1 hour 15 minutes. 15% of qualification

Section A: 15 marks

This section comprises one structured question on the key concepts and processes of cultural transmission, socialisation and the acquisition of identity.

Section B: 45 marks

This section offers a choice between two options:

- Families and households
- Youth cultures

Each option includes compulsory questions and a choice between two essay questions.

AS Unit 2: Understanding Society and Methods of Sociological Enquiry

Written examination: 2 hours. 25% of qualification

Section A: Methods of Sociological Enquiry 35 marks

This section comprises one compulsory question. This will be based on stimulus material which will be a synopsis of a piece of sociological research.

Section B: Understanding Society 55 marks

This section offers a choice between three options:

- Education
- Media
- Religion

Each option includes compulsory questions based on data and a choice between two essay questions.

A2 Unit 3: Power and Control

Written examination: 2 hours. 25% of qualification

The questions in this section are on the theme of power. There is a choice between four options:

- Crime and deviance
- Health and disability
- Politics
- World sociology

Each option includes compulsory questions and a choice between two essay questions.

A2 Unit 4: Social Inequality and Applied Methods of Sociological Enquiry

Written examination: 2 hours 15 minutes. 35% of qualification

Section A: Applied Methods of Sociological Enquiry 40 marks

One compulsory question which will require learners to design. Justify and evaluate a piece of sociological research.

Section B: Social Inequality 60 marks

Questions in this section are on the theme of social differentiation and stratification. These will include a compulsory question and a choice between two essay questions.

Assessments options will be chosen by the Department

Sociology

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



Past Pupil Profile

My name is Sinéad McGowan, and I studied Sociology, Religious Studies, and History at A Level in 2021–2022. Sociology quickly became my favourite subject, as it helped me understand how social structures such as education, ethnicity, class, and family shape society through their impact on individuals. I found this both academically stimulating and personally rewarding, as the subject developed my ability to think critically and gave me a deeper insight into why society functions the way it does.

I went on to study Law at Queen's University Belfast and am now working as a Litigation Paralegal at McCartan Turkington Breen Solicitors. The skills I developed through studying Sociology have been invaluable in my legal education and career. In particular, the ability to critically analyse evidence, evaluate arguments, and construct well-reasoned responses are central to both disciplines and continue to be essential in professional practice.

While the content of Sociology is engaging and thought-provoking, my enjoyment of the subject was enhanced even further by my teacher. Her commitment, warmth, and dedication made the classroom an inspiring environment, ensuring that all students understood the material and felt supported. She motivated me not only academically but also personally, encouraging me to carry the Loreto values with me beyond school and into later life.

I would strongly recommend Sociology to anyone with a passion for understanding how society works and a flair for writing and analysis. The knowledge and transferable skills gained from this subject are truly invaluable.

Sinéad McGowan



Career Possibilities

A Level Sociology equips students with a deep understanding of society, human behaviour, inequality, and social change. It develops critical thinking, analysis, evaluation, research, and communication skills, which are highly valued by universities and employers across a wide range of sectors.

Sociology does not lead to just one career path, instead, it opens doors to many people-focused, analytical, and professional roles.

University Degree Pathways

Social Sciences & Humanities

Sociology

Social Policy

Criminology

Politics / International Relations

Psychology

Anthropology

Gender Studies

Media and Cultural Studies

Care, Education & Community

Social Work

Youth and Community Work

Childhood Studies

Education / Teaching (Primary or Secondary)

Special Educational Needs (SEN)

Early Years Education

Law

Public Administration

Politics

International Development

Human Rights Studies

Criminal Justice

Health & Society Routes

Health and Social Care

Public Health

Health Promotion

Nursing or Allied Health Professions (often with Biology or

Health & Social Care)

Mental Health Studies

A Level Sociology develops skills that are relevant to almost any career:



***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



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

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

Recommended Subjects & 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.

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.



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 units, 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	External & Synoptic
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.



BTEC Level 3 Travel & Tourism

The BTEC Level 3 National Extended Certificate in Travel & Tourism is designed to support learners who are interested in learning about the travel and tourism industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in travel and tourism-related subjects. It is a broad course encompassing a wide variety of topics, some of which are mandatory and others optional.

I enjoy Travel and Tourism because it helps me understand how people travel and how destinations are promoted to visitors. Learning about countries, attractions, and types of tourism is interesting and engaging. The course also develops important skills such as teamwork, research, and problem solving. I like that the subject is practical and prepares me for real jobs in the tourism industry.

Penny - Year 13

I enjoy studying Travel and Tourism because it allows me to learn about different definitions, cultures and how the industry operates worldwide and in the UK. I find it interesting to understand how tourism supports local economies and creates job opportunities. Travel and Tourism also helps me develop practical skills such as communication, customer service, and planning, which is useful for future careers. Overall, Travel and Tourism is enjoyable because it links learning to real life experiences and global travel.

Eva - Year 13

I enjoy Travel and Tourism because it helps me learn about different cultures and destinations around the world. The subject has helped me develop skills such as communication, customer service, teamwork, and problem-solving. It has also improved my confidence and planning skills, which are useful for working in the tourism industry.

Lily - Year 13



What skills and attributes do I need to be successful in this subject?

To be successful in Travel and Tourism you need to be organised as you will have assignments to complete to specific deadlines. You will develop skills such as problem solving, communication, teamwork and presentation skills.

Career Possibilities

Marketing in Travel & Tourism, Retail Management, Retail Travel Consultant, Teaching, Hotel Management, Travel Journalism, Marketing, Advertising, Public Relations, Travel Agents, Tour Operators and Airline Cabin Crew.

Course Components Assessment

The assessment of the course is currently assessed through a combination of coursework and external examinations. What will I study and how will I be assessed:

- Unit 1: The World of Travel and Tourism**
(External Examination 25%)
- Unit 3: Principles of Marketing in Travel and Tourism**
(Internal Coursework 25%)
- Unit 2: Global Destinations**
(Externally Assessed Assessment 33%)
- Unit 9: Visitor Attractions**
(Internal coursework 17%)

Grading

Distinction* (equivalent to A* at A Level)
Distinction (equivalent to A at A Level)
Merit (equivalent to C at A Level)
Pass (equivalent to E at A Level)

Further Study
 University of Ulster:
 International Tourism Management BSc (Hons)

University of Ulster:
 International Tourism and Hospitality
 Management MSc

Key Skills Provision

Key Skills: Microsoft Office Specialist

Year 13 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 and Excel etc.

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



Post 16 Student Edel who travelled to Dublin May 2025 to represent Loreto in the Prodigy Learning Microsoft Office Specialists Final for Microsoft Excel.

Omagh Learning Community



LORETO

Grammar School, Omagh

Rooted, Responsive, Relevant



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 2026-2027 via OLC (subject to change)

01

BTEC Level 3 National Extended Certificate in Agriculture

02

BTEC Level 3 Engineering

03

A Level Music

04

BTEC Level 3 Performing Arts

05

BTEC Construction

06

Software System Development

07

BTEC Level 3 Extended Diploma in Applied Sciences

08

BTEC Level 3 National Extended Diploma Engineering

09

Environmental Technology



BTEC Level 3 Additional 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*



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.

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

Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.

In this unit you will:

- 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
- Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements

Developing Skills and Techniques for Live Performance

Assessment Internally assessed

Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles. In this unit you will:

- Understand the role and skills of a performer
 - Develop performance skills and techniques for live performance
 - Apply performance skills and techniques in selected styles
- Review and reflect on development of skills and techniques for live performance.

Group Performance Workshop

Assessment Externally assessed

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:

- 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

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

Optional Choice (See Brief Outline)

Assessment Internally assessed

There are a number of other optional units to choose from which include:

- 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.

Subject Content

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:

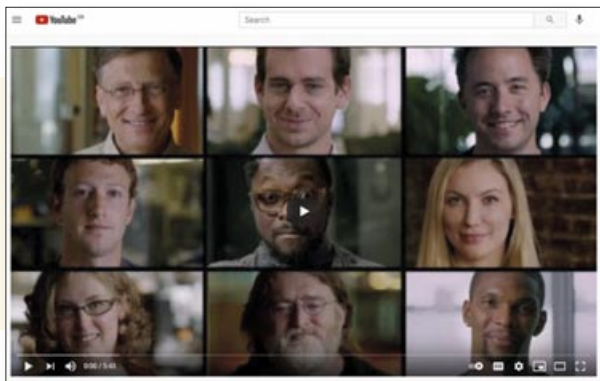
- Architecture
- Architectural Technician/Technologist
- Building Surveying
- Construction / Site Management
- Company Director Construction
- Plant Mechanic Construction Supervisor/Manager Electrician
- Engineering Construction Technician
- Estate Agent Joiner Plasterer Plumber
- Property Developer 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: 2 hour 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: 2 hour 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 Possibilities

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 2026 (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.



Careers Information



LORETO

Grammar School, Omagh

Rooted, Responsive, Relevant

Careers Education, Information, Advice and Guidance (CEIAG)

The main learning outcome in Year 13 is to ensure 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 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 and Community/Industry 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 – enhance their career awareness. **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, Queen’s University Belfast, Ulster University and many other Institutions of Further and Higher Education, who deliver presentations and career workshops.

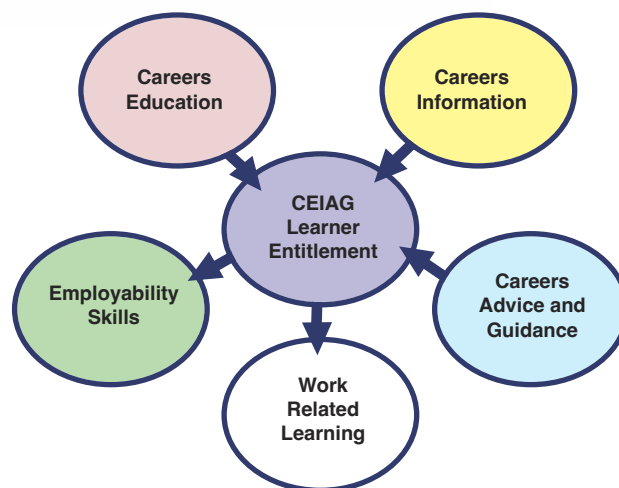


I completed a two-day work placement in South West Acute Hospital, Midwifery Department. During this time, I was permitted to scrub-in for a planned Caesarean section; when the baby was delivered, I was then invited to announce the gender of the baby, which was an incredible experience and something I will never forget. Throughout this placement I liaised with a wide range of professionals, including the breastfeeding lead - she told me about the importance of breastfeeding and allowed me to visit postpartum Mums, who were breastfeeding to observe the different nursing positions, including the rugby hold. This experience granted me valuable insights into the role of responsibilities of a Midwife and strengthened my desire to pursue this female-centred vocation.

Amy - Year 14

I attended a Careers Insight Event for Prospective Medical students in Altnagelvin Hospital. I am hoping to pursue a career in Medicine, and this opportunity was invaluable to me. It gave me a greater insight into the realities of being a Doctor, as well as the variety of specialties involved. Having the opportunity to speak to Consultants, as well as talking to current medical students and resident doctors, was inspiring and gave me confidence and motivation to pursue a career in Medicine.

Laoise - Year 14



During work experience with Patrick Fahy & Co. Solicitors, I was afforded the opportunity to spend time in Omagh Courthouse to gain firsthand experience of the inner workings of the justice system. As I am aspiring to pursue a career in Law, this work experience gave me a real taste of what my future career would look like. The opportunity to observe court proceedings and lawyers in action, gave me the reassurance that this is a vocation I would enjoy - overall it was an amazing learning experience.

Lily - Year 14

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.tomorrowseengineers.org.uk

www.mathscareers.org.uk

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

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/>



STEM



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

Post 16

SUBJECTS

SELF

Skills & Strengths – choose subjects which you are naturally good at.

Enjoy, like and have a genuine interest in – you will have a minimum of 8 periods per week of each subject.

Learning Environment/Style - 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:

- Four subjects give you more career options, but less independent study time.
- Only a small percentage of university courses require four AS or four A2 Level subjects.
- Think about useful/facilitating subjects 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 - 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 alongside two A' Levels for all undergraduate courses, **except** Medicine, Dentistry and Pharmacy.
- Students offering **two** BTEC National Extended Certificates, and one A' Level **cannot** apply to QUB for any course.
- BTEC qualifications **are not recommended** for students thinking about applying for Medicine, Dentistry and Veterinary Medicine, or to Cambridge or Oxford.
- BTECs **are not widely accepted** by Universities in the South of Ireland, such as TCD, UCD, TUD, Maynooth, UCC or the University of Galway.

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

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 the GCSE & A Level subjects and grades required for a range of Higher Education courses.

This is not a definitive list, and some 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 2026.

For this reason, you should seek the most up-to-date information from the University or College you are considering ensuring you are fully informed and aware of the exact entry requirements/selection criteria.

COURSE	A LEVELS	GRADES	GCSE's REQUIRED
Accounting QUB	None specified (Masters – M.Acc)	AAB	Minimum Maths Grade B
Accounting UUB	None specified (Masters – M.Acc)	ABB or BBB if offering a relevant subject	Minimum Maths Grade C*
Actuarial Science QUB	Mathematics	AAA + A in 4th AS or A*AA	Strong GCSE profile 2025 – 32pts*
Architecture QUB	None specified	AAB	Minimum C in Maths; Grade C/B in Art; evidence of Artistic ability; Portfolio*
Architecture UUB	None specified	BBC	
Biomedical Engineering (B.Eng.) UUB	One from Maths, Physics, Chem, T&D, Biology or L&HS	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	Strong grades in DA Science Minimum Grade C in GCSE Maths
Biomedical Science QUB	Two from preferred list	BBB	
Chemical/Civil Engineering QUB	Maths and a 2nd Science related subject, preferably Chemistry or Physics	BEng. – BBB MEng. – AAA/AAB	Strong Grades in Maths and Science
Civil Engineering UUB	Maths & one from Physics, Chem, Biology, Geography or L&HS	BBB	Maths B, DA Science C*/C*
Computer Science QUB	At least one from list of preferred or relevant subjects	B.Eng. – BBB/ABB M.Eng. – AAB/ AAA	Maths Grade C; good GCSE profile
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 subject	Maths Minimum of Grade C
Dentistry QUB	Chemistry and Biology	AAA, plus UCAT and MMIs	GCSE Score - 36pts from best nine; UCAT – 9pt band
Dietetics UUC	Preferably Chemistry & one from Maths, Physics, Biology or N&FS - L&HS acceptable, if combined with Bio, Chem or Physics	BBB Selection Questions, followed by 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	A*AA - AAB Depending on main subject – Interview	Maths, Science at Grade C
Elec/Mechanical Engineering QUB	Maths and one from Physics (preferred), Biology, Chemistry, T&D	ABB - (BEng.) AAA - (MEng.)	Strong Grades in Maths and Science

University Course Requirements

COURSE	A LEVELS	GRADES	GCSE's REQUIRED
English QUB	English Literature to at least AS Level – Grade A required	ABB	Good GCSE grades
Environmental Health UUB	One from Maths, Chemistry, Physics, Biology, Geography, L&HS, H&S Care or N&FS	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	AAB	Very good GCSE profile
Medicine QUB	Chemistry and at least one from Biology, Maths or Physics – Biology required to at least AS Level	A*AA or AAA + A in 4th AS, UCAT & MMIs	GCSE Score out of 36pts from best nine; UCAT – 9pt band
Midwifery QUB	Reduced offer if presenting one from Biology, Maths, Physics, Chemistry or L&HS	BBC - No Science BCC - With Science plus In-Person Interview	Minimum 5 B Grades including Maths & Science
Nursing QUB	Reduced offer if presenting one from Biology, Maths, Physics, Chemistry or L&HS	BBC - No Science BCC - With Science plus In-Person Interview	Minimum 5 C Grades including Maths & Science
Occupational Therapy UUM	None specified	BBB plus MSAT	Maths Grade C
Optometry UUC	Two Sciences from Biology, Chemistry, Maths and Physics - Single Award L&HS not acceptable	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
Physiotherapy UUM	One from Biology, Maths, Chem, Physics or L&HS	BBB plus MSAT	Minimum Grade C in Maths
Podiatry UUM	One from Biology, Maths, Chem, Physics or L&HS	BBB plus MSAT	Minimum Grade C in Maths
Psychology QUB	Lower offer with acceptable Science subject	ABB or AAB depending on subject	Maths Grade B
Radiography / Radiotherapy UUM	One from Maths, Chemistry, Physics, Biology or L&HS Radiotherapy – DA L&HS	BBB plus MSAT	DA Science Grade B/B C in Maths
Social Work QUB	None specified	ABB plus In-Person Interview	Maths Grade C
Speech Therapy UUM	None specified	BBB plus MSAT	Maths Grade C
Veterinary Science (GB)	Chemistry and Biology plus one traditional academic subject	AAA – AAB; Interview required	Very Strong GCSE Profile - Extensive Work Experience

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

QUB – Queens University Belfast

UUM – Ulster University, Magee (Derry)

UUB – Ulster University, Belfast

UUC – Ulster University, Coleraine



Canada

America

Gibraltar

Spain

Sudan

Italy

Nepal

India

Bangladesh

Australia

Peru

Ireland

Ghana

Kenya

South Africa

Seychelles

Vietnam

Ecuador

Morocco

United Kingdom

Tanzania

Zambia

Albania

Mauritius

East Timor

Enrichment Opportunities



LORETO

Grammar School, Omagh

Rooted, Responsive, Relevant

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.

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



John Lonergan, former Governor of Mountjoy Prison, Dublin, spoke to our Post 16 students about the importance of kindness, especially to those who are vulnerable.



Richard Moore from Children in Crossfire along with special visitor Temesgen from Ethiopia being presented with a gift from Year 13 at the RE Programme.

Religious Education Programme



Special Guest Pauline Harte who spoke about hope and resilience to Year 13 students during the RE programme.

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 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, January 2026.

Year 13 Parish Outreach Experience

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.

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



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 training to becoming a Trocaire Ambassador.



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 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.

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.

Year 13 Parish Outreach Experience



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

***‘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 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.

Year 13 Student



Social Justice in Action; SVP



I chose the Social Justice in Action outreach programme as I want to make a positive impact in my community.

Our focus coming up to Christmas was raising awareness of the work of St Vincent de Paul throughout the different year groups and encouraging all classes to work together in making donations to a class hamper that they would then donate to SVdP. This year our school provided 42 hampers to the Omagh and Beragh Conferences which hopefully will have helped to make Christmas easier for many families.

Year 13 Student



Year 13 Trócaire Ambassadors



Our Year 13 students have the exciting opportunity to take part in Trócaire's inspiring Youth Ambassador programme, which empowers young people to become active global citizens committed to building a more just and sustainable world. Through creative projects, and collaborative learning, participants explore the root causes of global injustice and make meaningful connections between their own lives and international social issues.

A standout initiative for 2025 was our charity football match which was enjoyed by the whole school community. The Ambassador programme encourages young people to shift from passive learning to active engagement—questioning, collaborating, and taking responsibility for their own contributions to a fairer world. The students were delighted to present Trócaire a cheque for over £800.

Personal Development Programme and Weekly Year Group Assemblies

The Personal Development Programme is based on the three key concepts of Personal Development, as outlined in core curriculum guidance:



Self Awareness



Personal Safety / Personal Health



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 Loreto has hosted many interesting guest speakers both virtually and in person.



Niall from the Saturday Club Omagh delivered an informative presentation on the support offered by the Saturday Club for local families and spoke of the enrichment gained from volunteering at the Club.

Post 16 students enjoyed a New Driver Course delivered by New Drivers NI promoting important Road Safety information.

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

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



Our Post 16 students participated in a workshop led by PWC which provided valuable insights into apprenticeships and career opportunities. Aileen and Aoife, both past pupils of Loreto, facilitated the event and shared their experiences since leaving Loreto and offered the real world perspective on working with PWC.



Year 13 students attended the Strule Careers West event in Omagh Leisure Centre, where they engaged with a wide range of employers, colleges and businesses.

Queen's Pathway Programme

Every year, students from Loreto Grammar School successfully apply and complete the esteemed Pathway Programme, facilitated by Queen's University, Belfast.

Students submit applications in October and when successful, attend both in person and online events, facilitated by the Russell Group Academia which includes receiving support in study and academic skills, making 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 selects a pathway in which they have a desire to expand their knowledge.

Upon successful completion of the programme Loreto students benefit from a guaranteed conditional offer or a guaranteed interview for a course at Queen's within their Pathway Programme 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 Year 13.

I started the Pathway Programme in January 2026. I applied for Law and I really enjoyed my first session. I got my Library card and I am looking forward to my next sessions, especially Summer school which means staying in student accomodation for a week in July. Hopefully, I will get £1000 Bursary which can go towards my studies.

Emma - Year 13



The Pathway Programme began for me in January 2025 and it created many new opportunities for me at university! From new friends to furthering my academic career, my first sessions at QUB were a wonderful experience.

Sarah Jane - Year 14

Life Skills at Post 16

Life Skills

Year 14 students are provided with the opportunity to participate in a series of 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 and life at Loreto.

Sessions for 2025-2026

Post 16 students were able to participate in a range of sessions preparing for life beyond Loreto. This included a hands-on practical workshop facilitated by our local Translink Depot which enabled students to change a flat tyre, check oil levels and tyre threads as well as tyre pressure. Students were also provided with the opportunity to engage in Medical Life Skills, delivered by our Pupil Welfare Officer, which provided practical knowledge on reacting swiftly to a fainting or choking episode, seizures and diabetes.

The Electoral Commission N.I also facilitated a life skills workshop on becoming an active citizen and voting rights. Women's Aid also delivered a frank and insightful session on identifying red flags in coercive relationships. Self- Defence and Relaxation techniques are to follow.

Year 14 feedback

I found the Translink Life Skills session really useful and enjoyable, as now that I can drive, the skills of learning how to change a tyre and check for oil will be useful to have in-case I ever find myself in a difficult situation.

We both really enjoyed the visit from Translink. It was hands on with the demonstration which was really enjoyable and insightful. Many thanks for this opportunity.



Life Skills at Post 16



The medical life skills sessions were really informative and helpful. They made me think about my reactions if I experienced an emergency situation with friends, family or babysitting. I would be more confident now.

Aine - Year 14

Senior Leadership Initiatives 2025-2026

Each year, the Head Girl and the Deputy Head Girls introduce a bespoke initiative that they feel will benefit the Loreto community.



I introduced my initiative with the aim of helping Loreto pupils make more informed choices about their futures. I found when picking subjects or careers, it was very easy to get overwhelmed by the amount of information and it was difficult to get a proper insight into your choices. Through my initiative, I hope to relieve some of this stress through a series of short, engaging video interviews with professionals from a wide range of careers. Each video offers a look at a “day in the life” of a particular profession, exploring what the job is really like and the skills, qualifications, and pathways needed to get there. By hearing directly from people working in these fields, pupils gain valuable insight into different career options, helping them make more informed and confident decisions about their own futures. I have also enjoyed being part of other smaller initiatives so far this year, for example year group activities like quizzes and assemblies.

Dearbhla - Head Girl

The initiative I have introduced this year is ‘Letters to Life at Loreto’ which is designed to build connection across year groups by combining the power of personal experience with reflection. Each student had the opportunity to write an anonymous letter to a pupil in the year below, sharing their own experiences, the lessons they have learned, and the advice they wish they had received when entering that stage of school life. In return, every student received a letter written specifically for them by someone who has already faced the challenges they are about to encounter, providing reassurance, encouragement, and insight. This initiative is more than a simple exchange of advice, it created a network of support, demonstrating that no student undertakes their journey alone and that the collective wisdom of the school community is a resource for everyone. By participating, students not only offer guidance but also benefit from the perspectives of those who have navigated similar experiences, fostering empathy, confidence, and resilience. Letters to Life embodies the values that define Loreto while reinforcing our culture of shared support and encouragement while strengthening the bonds between year groups and inspiring every pupil to approach challenges with confidence and hope.

Sarah Jane - Deputy Head Girl

My favourite part of being Deputy Head Girl has been having the opportunity to create and lead my initiative, which focuses on introducing different life skills for each year group. I have really enjoyed working with students and staff to develop sessions that are practical, relevant, and tailored to the needs of each age group, from self care and to food safety skills to preparing older students for greater independence. Seeing students engage with these skills and grow in confidence has been incredibly rewarding, and it has made my role feel purposeful and impactful.

Emer - Deputy Head Girl

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 and 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:

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 excel in hospitality and management at all formal school functions. They present a positive public image of the school at events such as Open Nights and Prizegiving. The P.R Prefects 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 coordinates the Games Team and the Sports Prefects and works closely with the Head of P.E.

Senior Prefects

The Senior Prefects 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.

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. They work closely with the Head of Literacy, Numeracy and Heads of Department.

Pastoral Monitors

Pastoral Monitors are caring, committed and excellent role models. They are designated a 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 & 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 SMT, Heads of Year and Form Teachers.

Digital Communication Prefects

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

CRED Prefects

The CRED prefects raise awareness of issues regarding community relations, equality and diversity. They work closely with the Senior Management Team.

JPIC: Justice, Peace and Integrity of Creation



“Be lovers of truth and doers of justice”

Mary Ward

At Loreto Grammar School, Omagh, Justice, Peace, and Integrity of Creation are not simply ideals they are a living expression of our Loreto identity. JPIC calls us to help shape a world rooted in compassion, fairness, and responsible stewardship. The JPIC prefects carry this mission forward with conviction, serving as guiding lights within our school community.

As guardians of these values, JPIC prefects champion justice, nurture peace, and uphold the dignity of all creation. Their work demands courage, empathy, and a deep sense of purpose. Inspired by Mary Ward’s call to make our vocation “constant, efficacious and loving,” JPIC strives to embody these values through meaningful action, thoughtful advocacy, and daily example.

Prayerful Leadership

Each week, JPIC prefects lead our community in prayer, prayers that speak directly to the heart of our mission:

- For those suffering injustice and violence, that they may find serenity
- For those who risk their lives for peace, that their courage may be rewarded
- For those who live in fear, that they may be healed and uplifted

These moments of reflection offer comfort and strength, reminding us of the power of spiritual solidarity and shared hope.

Advocacy with Integrity

JPIC prefects are truth-seekers and truth-speakers. They:

- Raise awareness of local and global inequalities
- Give voice to the voiceless, asking difficult questions with compassion
- Inspire others to act, helping those whose light has dimmed to rediscover their worth

Through assemblies, campaigns, and everyday conversations, JPIC becomes the conscience of our school, reflective, loyal, and brave.

Fundraising with Purpose

Kindness is at the core of JPIC’s work. Prefects:

- Lead year groups in fundraising for charities that reflect JPIC values
- Encourage generosity not only in giving money, but in offering time, attention, and care
- Ensure that every act of giving is rooted in dignity, respect, and hope

These efforts ripple outward, touching lives far beyond our school walls.

A Community of Hope

JPIC service is continuous, effective, and gracious and its spirit is reflected in all members of our school community. Our students strive to ensure that others feel seen, heard, and valued. They lift one another higher, nurturing confidence, compassion, and courage.

Kindness is magnetic. At Loreto, JPIC helps it shine.



Colin Bell from KBRT receiving a cheque from Post 16 students.

JPIC: Justice, Peace and Integrity of Creation



My name is Cobhlaith, and I am currently studying Government and Politics, English Literature, and Geography at A Level. I am honoured to serve as a JPIC prefect this year and deeply committed to the values of justice, compassion, and advocacy that underpin our work.

I look forward to supporting fundraising efforts for organisations that enrich lives and offer hope, such as Cancer Focus, and to encouraging our school community to give not only financially, but also through time, attention, and care. I believe that advocacy begins with empathy, and through my role, I hope to stand alongside those whose voices are often unheard, helping to amplify their needs and stories.

Aesop once wrote, “No act of kindness, no matter how small, is ever wasted.” As a member of the JPIC team, I see this as a guiding principle, a reminder that every gesture of solidarity contributes to a more just and peaceful world. Together, we will give back to the charities that so generously serve others, and we will strive to be true Loreto advocates within and beyond our school.

Everyone deserves to experience dignity, equality, and peace. Through fundraising, awareness-raising, and inclusive leadership, I am committed to nurturing these values in our community and making a meaningful difference in the lives of others.



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.

My name is Laoise, and I am deeply honoured to serve as JPIC’s Senior Prefect this year. As a student of Chemistry, Biology, and Geography, I am excited to bring both analytical insight and compassionate leadership to this role. My passion lies in collaborating with people and advocating for those whose voices are often unheard, a commitment that will guide my efforts throughout the year.

Through our fundraising initiatives, I hope to inspire this Loreto community to give generously, not only in financial support, but in time, attention, and heartfelt care. JPIC is not simply about charity; it is about solidarity, dignity, and the transformative power of collective action.

In my role, I am committed to promoting equality, fairness, and inclusion. I hope that through my leadership, others will feel seen, heard, and valued. Above all, I aim to kindle flames of hope and embody the spirit of Mary Ward, who called us to make our vocation “urgent, efficacious, and loving.” It is with this spirit that I look forward to the year ahead, one of service, compassion, and meaningful change.

My name is Lucy, and I am delighted to serve as a JPIC prefect for this academic year. I am currently studying History, Health and Social Care, and Psychology at A Level, subjects that deepen my understanding of society, wellbeing, and the human experience.

It is a privilege to take on this role, as it offers a meaningful opportunity to embody the values of justice, peace, integrity, and compassion within our school community. As JPIC prefects, our aim is to ensure that every individual feels seen, heard, and valued. We strive to be a voice for those who may not always feel recognised, and to foster a culture of empathy and inclusion.

This role allows us to raise awareness of important social issues and to support those in need through initiatives such as fundraising events and advocacy campaigns. I am proud to be part of a team so deeply committed to making a positive and lasting impact, not only within our school, but in the wider world.

My name is Cara, and I am currently studying Geography, Health and Social Care, and Life and Health Sciences at A Level. I am honoured to serve as a JPIC prefect this year and look forward to contributing meaningfully to the life of our school community.

Throughout the year, I hope to raise awareness of both local and global inequalities, using assemblies and advocacy opportunities to give voice to those who are often unheard. I am committed to leading fundraising initiatives across year groups in support of charities that reflect the core values of JPIC — justice, peace, integrity, and compassion. My aim is to inspire others to give not only financially, but also through their time, care, and attention.

I believe that leadership is most powerful when it is rooted in kindness and compassion. As a JPIC prefect, I will strive to embody these values in my own actions and encourage others to do the same. Together, through small acts of generosity and shared purpose, we can make a real and lasting difference.

Sporting Activities and Opportunities

Meet our Sports Captain

Sport has been a constant part of my life throughout my seven years at Loreto, and I have been proud to represent the school in cross country, athletics, netball, and swimming. I am honoured to serve as Loreto's Sports Captain for the 2025/2026 academic year, a role that reflects my commitment to sport and involvement across school life.

The transition into Post 16 can be challenging, but sport plays a vital role in helping students settle in and feel connected. Loreto's wide range of teams provides an invaluable opportunity to meet new people beyond familiar classes. Being involved in athletics, cross country, and netball helped me gain confidence during my own transition into Post 16 and to feel part of the wider school community.

As Sports Captain, I aim to build on the strong foundation laid by the PE Department and previous captains by promoting an inclusive sporting environment where all students feel encouraged to take part. Sport supports both physical and mental well-being and helps create a strong sense of belonging, particularly during the Post 16 years.

Loreto sports teams have enjoyed significant success in recent years, including All-Ireland achievements in Gaelic games, Northern Ireland titles in netball, and major successes in cross country and athletics. One of my proudest moments was being

part of the cross country team that won the Schools' Ulster Championship and qualified for the All-Ireland finals. Wearing the Loreto crest when representing the school in cross country, athletics, and netball is a true honour and a source of great pride.

Balancing four AS Level subjects alongside my sporting commitments has helped me develop strong time management, resilience, and leadership skills. Sport has provided a positive outlet during busy academic periods and has supported me in managing the demands of Post 16 life. As Sports Captain, I hope to lead by example and encourage other Post 16 students to get involved and make the most of the opportunities sport offers at Loreto.

I am truly grateful to the PE department at Loreto for giving me this opportunity, and to all the coaches who have guided and encouraged me throughout my athletic journey.

Sarah - Sports Captain.



Loreto's Senior Gaelic Football Team

Ulster Grade A Shield Champions February 2026

Sporting Success at Post 16

Gaelic All-Star

My name is Dana. I play Gaelic football for Loreto, for my club Drumragh, and for my county, Tyrone, where I was selected for the Tyrone Minors this year. I love representing my school and playing alongside my teammates, especially as it gives me the chance to line out with girls from many different clubs. My performances for Loreto also led to my selection for the Ulster University All Stars, which I am absolutely delighted about as it is a fantastic opportunity and a real honour. I would encourage anyone interested in Gaelic football to get involved in the school teams as you will develop your skills, compete against schools from other counties, and enjoy being part of a team environment.

Dana - PPS Ulster Ladies All Star Award 2026



My name is Eimear and I completed my A Levels at Loreto in June 2024. While at Loreto I was 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 enough to have run in the London Mini Marathon as part of part of the cross country/athletics team. It was also one of my highlights in Loreto, as it has allowed me to meet new people who also are passionate about running. Through regular training and encouragement from the PE team, I have really improved.

In Year 14, I was successful in being awarded a four year scholarship at Bradley University Illinois. This has been a personal achievement and I came back to Loreto in Decemeber 2024 for the Annual Prizegiving Ceremony.

Eimear - A2 Class of 2023-24



We were delighted to welcome Eimear back to our Winter Prizegiving Ceremony in December 2024.

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.



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 and are looking forward to October 2026 and our performance of the Little Mermaid.

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.



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

CRED

CRED stands for Community Relations Equality and Diversity. It is the government policy in Northern Ireland for community relations.

Loreto's CRED policy aims to contribute to improving relations between communities by educating young people to develop self respect and self respect for others, promote equality and to work to eliminate discrimination and to provide opportunities for young people to build relationships with others, develop mutual understanding and recognition of, and respect for, difference.

The Year 14 SLT CRED team are at the forefront of developing good relations and understanding in Loreto.

During the past term, this team have addressed Assemblies during Good Relations Week in September 2025 and Black History Month. They have shared knowledge and advice to students and promoted the importance of healthy dialogue.

The CRED Team also arranged several events to mark International Day for the Elimination of Violence against Women and Girls in November 2025. They assisted with the organisation of White Ribbon Day, whereby every Post 16 student made their own white ribbon and wore to show solidarity with those who have been victims of abuse. Along with Year 13 and 14 students and accompanied by the JLT, the CRED team supported the inner Wheel Walk from FODC offices to the Strule Centre in November 2025, to raise awareness around the startling statistic that one in three females gets affected by domestic violence.

Other events that the CRED team promote are World Down Syndrome Awareness Day and International Women's Day.

The Loreto SLT CRED team work to empower all students to use their voice, to act sensitively and responsibly whilst promoting dignity and uniqueness of each student as a child of God.



The CRED team plays an important role in our school community by promoting good relationships and a strong sense of equality. As a team, we have organised several events this year, including promoting Black History Month and encouraging everyone to wear white ribbons in support of Women Against Domestic Violence. I enjoy helping to raise awareness of CRED issues, and I am also learning a great deal through my involvement with this team.

Katie - Year 14

SistersIN



Empowering Our Future Leaders: Loreto's Journey with SistersIN

Loreto Grammar School, Omagh is embarking on our third year of the SistersIN leadership Programme. This is an inspiring initiative that empowers young women to lead with confidence, compassion, and purpose.

Our Year 13s are especially inspired, as we celebrate 170 years of Loreto education in Omagh. These young women are passionate about continuing the Loreto legacy — using their talents to serve others and lead with purpose.

The SistersIN Programme is an eight-month development journey open to Post 16 girls in Northern Ireland. The Programme aims to redress the imbalance in women in leadership roles particularly in sections such as STEM, Politics and Financial services.

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. This year our mentors encompass a wide range of industries, including KPMG, Departmental Solicitor's Office, EA, Queen's University Belfast, NI Audit Office, Arthur Cox, Thales Belfast, Brown & Brown, Terex, Danske Bank and Encirc Ltd.

The 2025-2026 cohort were thrilled to welcome their mentors into Loreto for a wonderful coffee morning to launch the Programme. The room buzzed with energy as conversations unfolded around career aspirations, leadership qualities, and strategies for their upcoming projects. It was inspiring being in the presence of such wonderful female leaders.

As part of the programme, everyone has the opportunity to attend a work shadowing day with their mentor.



MENTEE FEEDBACK

The 2024-2025 cohort of students spoke about the empowerment they gained from their mentors.

I loved getting to know my mentor throughout the programme whilst getting an insight to a future job I am very interested in.
Ailish

SistersIN has given me a mentor for life who has furthered not only my professional skills but my personal development, I am so thankful for this programme.
SarahJane

My mentor was amazing - we have built a really lovely and lasting relationship. I am so thankful for her invaluable advice!
Dervla

SistersIN has really built my confidence and showed me how to be an effective leader-skills I will need for the future. The programme has also showed me that anything is possible if you put your mind to it.
Katie

MENTOR FEEDBACK

The mentors also found their time with our students to be both enriching and rewarding.

Throughout our time together, I witnessed Edel grow in confidence. She showed great courage by stepping outside of her comfort zone. It was a truly rewarding experience, and I hope Edel gained as much from it as I did.
Maria - Mentor

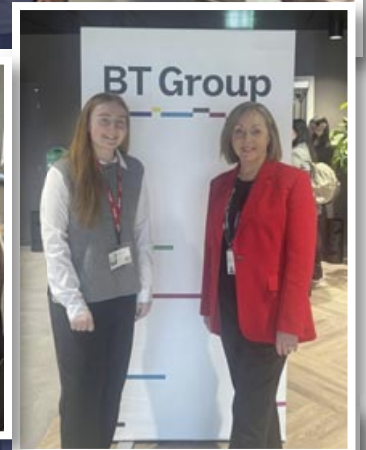
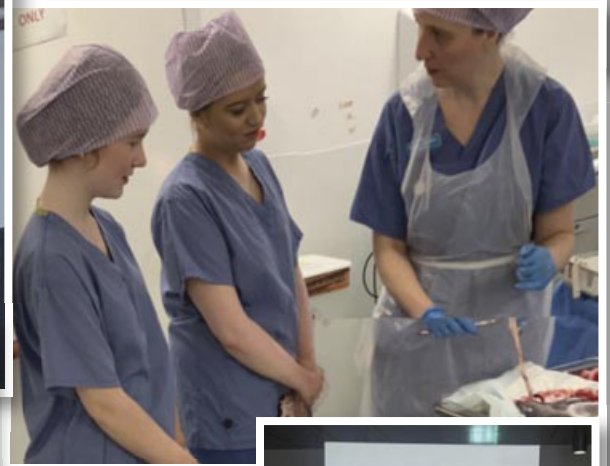
Emer was really engaged and curious to learn about careers, leadership skills and self awareness. She embraced the practical knowledge I shared on project planning and presentation skills, and I saw her confidence grow through our mentoring sessions. It was a very rewarding experience working with Emer, who always brought an enthusiastic and positive attitude to our meetings.
Jo - Mentor

I really enjoyed working with Shona as her mentor on the SistersIN programme. During our sessions we discussed key leadership qualities and how I have seen them utilised during my career, and I was also able to provide practical suggestions on her project. The highlight for me was the work shadowing day and I was delighted that I was able to introduce Shona to the wide variety of careers that currently exist in NI.
Claire - Mentor

I really enjoyed having the opportunity to be Saoirse's mentor, it was always a joy catching up and hearing how she was getting on with her project. Saoirse is a pleasant and inspiring young lady and I have no doubt she will be great at anything she goes on to do.
Tracy - Mentor

It's been a privilege to mentor Sarah-Jane through the SistersIN programme. Having her join me at CDE Group on International Women's Day made the experience even more special—her curiosity, confidence, and thoughtful engagement during the Job Shadow Day truly embodied the spirit of the programme and offered a glimpse into her bright future as an inspiring leader.
Sorcha- Mentor

SistersIN



Shared Education for Positive Innovation Programme (SEPI)

The Shared Education for Positive Innovation (SEPI) programme is a major cross-border educational initiative delivered by Co-operation Ireland in partnership with Catalyst, and supported through the PEACEPLUS programme (managed by the SEUPB). It aims to unite schools across Northern Ireland, the border counties, and selected DEIS schools in the Republic of Ireland.

The purpose of SEPI is to build collaboration between schools across communities and borders. It also promotes understanding, peacebuilding and positive relationships, while empowering students to become innovators and leaders in addressing real social and environmental challenges.

In September 2025, all Year 13 students were given the opportunity to request a place on this programme and 15 students were selected. A combination of online training and in-person conferences followed. Students were assigned to teams made up of at least seven students from other northern and cross border schools. They were supported along the way with EY and Catalyst and delivered pitch-offs in Monaghan and Armagh. The experience culminated in the SEPI Innovation Awards in January 2026. Loreto had 4 semi-finalists and were delighted to be represented by AS student Dearbhilie at the Final with her team's pitch-off Carbon Crushers. Over 1000 students took part over the course of the programme.



SEPI was an experience that pushed me to speak to people who lived in areas I had not heard about before. Despite not knowing one another, we quickly fell into a rhythm of conversation, learning about the differences and similarities in our everyday life. I got to create an innovative plan with my team that addressed a real-life issue in the world: climate change. The best part was knowing that these ideas could actually be implemented by an established company EY. I was lucky enough to participate in the Final which was a thrilling event.

SEPI was more than worthwhile; it was a new way of developing my communication skills, time management, and even social skills. If I had the offer to do SEPI again, I know I would. "

Zenalia - Year 13

Year 13 Carbon Literacy Accreditation

Carbon Literacy is an accredited training programme that equips staff and students with:

- Understanding of climate change science
- Local and global climate risks
- Emissions and net-zero strategies
- Behaviour change and climate action
- Development of personal and group carbon-reduction pledges

As part of our Post 16 provision, Loreto introduced this training to enhance students' understanding of climate action and sustainability. In October 2025, all Year 13 students were given the opportunity to complete a full day onsite training. The programme is externally accredited by the Carbon Literacy Project, and students receive an official certificate once they have submitted their evidence.

Many employers and universities now expect undergraduates to have completed Carbon Literacy training, meaning this experience places our students ahead of their peers and provides valuable additional content for their UCAS applications.

'The Carbon Literacy training was an opportunity that I was delighted to have been presented with. It was an enriching experience, through which I discovered a magnitude of new information on the topic of climate change and carbon emissions. through engaging activities and captivating presentations, myself along with my peers became better equipped with the necessary knowledge to complete our online training task and receive a qualification. I am very grateful to have been given this opportunity and know that it will really benefit me moving forward.'

Ana - Year 13



Public Speaking

'A wonderful way to express opinions and improve confidence in speaking in a public forum.'

Public Speaking and Debating continue to be popular extra curricular features of our extended curriculum.

Pupils enjoy debating in the Young Soroptomist, the Rotary leadership award and the Loreto Inter Schools Competition to name a few.

The Young Soroptomist competition occurs in November time competition and is open to pupils in Year 12 and 13. We also have competitions for the younger pupils post Easter who compete in their Mary Ward Public Speaking against Loreto College Coleraine.

Other competitions include:

- Knights of Columbanus
- Young Soroptomist
- Public Speaking Competition
- Queen's University Belfast Literific Debating Competition
- Mary Ward Public Speaking in conjunction with sister Loreto schools
- Debating NI
- Environmental competitions

Competing in the Soroptimist public speaking competition was an invaluable experience that allowed me to develop my public speaking skills and gain confidence speaking in front of an audience. It gave me an opportunity to express my creativity and allow my linguistic abilities to flourish. It acted as an outlet for me to engage in something challenging and enjoyable outside my A Level studies, whilst still being a beneficial extra-curricular for my future.

Erin - Year 13

The Rotary Club interview was an exciting opportunity to practise my public speaking as well as showing me how formal interviews are conducted and carried out. I had to outline situations where I had showed leadership skills and initiative. Although it seemed daunting, challenging myself was ultimately worth it as I progressed to the local stage, where I interviewed against other candidates from local schools. The feedback I received helped immensely as I now feel more confident in my public speaking and leadership skills and it was a valuable experience. I would recommend this to any pupil looking for a way to improve their confidence and communication.

Bernadette - Year 13



Loreto to Lusaka



In October 2024, twelve of our Year 13 pupils travelled 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 experienced the vibrant Zambian culture and had the opportunity to share some Irish culture too. As well as working in the school - painting, putting up ceiling tiles and display boards - they visited under-privileged local primary schools and two orphanages. They also attended a reception at the Irish Embassy and went on a safari game drive.

Our pupils fundraised to support the development of the construction and furnishing of a Home Economics classroom and food store for the Tyrone School - including ovens, cooking utensils, sinks, cupboards, worktops and hot water boilers. This unit will be used to prepare a daily meal for up to 600 students in attendance at the Tyrone School Zambia. As part of the fundraising ventures, Loreto pupils organised raffles, bucket collections, quizzes, a 5K Fun Run which have been successful and the support from our school community and local parishes was greatly appreciated. Our final fundraising venture was the Gala Dinner which was held in the Silver Birches on Friday 1st March 2024. The final total raised was £23,000. We wish to extend our sincerest thanks to all our generous sponsors for their support.



To mark a year from this trip, a Lusaka Reunion took place on 23rd October 2025 where all those involved with Lusaka met over food to reminisce and share memories of this life-changing experience.



Reynisfjara Black Sand Beach and Basalt Columns

Post 16 Extra Curricular Opportunities

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. The Student Council also gets to meet as part of the Strule Student Council. In October, as part of Good Relations Week, representatives got to meet in Omagh Council Offices to chat with local elected representatives.



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

Mandarin Chinese at Loreto

Mandarin Chinese is a very important skill in today's society. I have enjoyed discovering about a new culture and challenging myself to learn a notoriously difficult language. The teachers are friendly and approachable and help increase my confidence while learning.

Bernadette - Year 13



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 Year 11 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 - Year 14

Past pupil 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 in June 2025.



Post 16 Extra Curricular Opportunities

Young Enterprise

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.

The programme is not limited to Business Studies students. In fact it is of benefit to anyone wanting to enhance their skills base and get the taste of the life of a Director of a business.

Young Enterprise Company

Our Loreto Young Enterprise company for 2025-26 is Bark Boutique. We aspire to ensure dogs in our local area are protected on walks using reflective bandanas. These bandanas are reversible so your dog can be both safe and stylish both day and night! All bandanas are produced using recycled fabrics to add both a unique twist and to show our company's commitment to sustainability.

We will be selling our product at upcoming fairs and will make it available for purchase at school.



I thought that being part of the Young Enterprise Team would be a good opportunity to develop my interpersonal skills and to learn about how to develop a new product. I have really enjoyed this experience!

Sophie - Year 13



Post 16 Fundraising Event; Think Pink



On Thursday 23rd October, in the heart of Breast Cancer Awareness Month, Year 14, Miss Cumiskey and Miss McCarron hosted our annual 'Think Pink', Breast Cancer Awareness Day, to reflect on a battle that knows no boundaries.

During our assembly, Jill Donnelly, from the Cancer Focus NI, gave a comprehensive presentation and demonstration to Year 14, empowering them to take charge of their own health, to encourage women in their lives to schedule those essential screenings, and to be vigilant about any unusual changes in their bodies. Awareness saves lives.

Our Year 14 Prefects, Mairead Gormley (Senior Prefect), Aine Millar, Eimear McMahon and Tiarna McCullagh organised a variety of fundraising activities, including a Year 8 Treasure Hunt, a Raffle, the sale of pink ribbons, dressing in Pink and the highlight of the week, a Talent Show for the entire school community, all to raise funds for Cancer Research charities.



Post 16 Fundraising Event; Think Pink



Strule Shared Education Partnership

Planning is ongoing for the Strule Shared Education Campus (SSEC) Programme which will deliver a centre of excellence in terms of both achievement and the provision of facilities for pupils in Omagh and the surrounding area. The SSEC is a pioneering Programme which will provide a state-of-the-art shared centre of learning which is designed to encourage cohesion, collaboration and partnership between all the partner schools. The SSEC will be a place where learning through shared experiences enhances the quality of education for all, promotes community cohesion and respects the ethos and identity of each school. It will be a vibrant and inspiring place which will broaden horizons through facilitating access to a broad and balanced curriculum matched to pupils' needs to support pupil progression in life, further study, employment and training.

In September 2024, the Minister for Education Mr Paul Givan and the Permanent Secretary Dr Mark Brown formally launched the Strule Shared Education Campus Go-Live programme in the Silverbirch Hotel Omagh. Students from all partnership schools attended and spoke of their delight and shared aspirations for the future. Funding has been secured and the planned completion date for the new campus which will cater for 4,000 pupils from the six partner schools is September 2028.

This was followed in May 2025 with 'Cutting of the Sod' event, led by the First Minister Michelle O'Neill, the Deputy First Minister Emma Little-Pengelly and the Minister of Education Paul Givan MLA. Invited guests included Principals and pupils from all the migrating schools.

Design meetings, shared student council meetings and coordinator links are all taking place in preparation for this exciting transition.



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



Overview of 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	Key Stage 3	Netball Senior	Year 13 & 14
Book Fair	All Year Groups	Numeracy Prefects	Post 16
Carbon Literacy Accreditation	Year 13	Organised for Success Programme	Key Stage 3
Chamber Choir	Years 10-14	Paediatric First Aid	Year 14
Choir Senior Students	Years 10-14	PALS (Play and learn skills)	Year 8
Choir Junior Students	Years 8-10	Politics Club	Years 8 & 9
Code Club	Years 8-10	Pope John Paul II Award	Year 13
Community of Lifesavers	Key Stage 3	Prayer Group	All Year Groups
Creative Writing Competitions	All Year Groups	Primary School Art Programme	Year 13
CRED activities	All Year Groups	Public Speaking	All Year Groups
Cross Country	All Year Groups	Reading Club	Years 8-10
Debating Group	Years 11- 14	Reading Partnership Programme	Years 8-12
Developing a Hopeful Mind	All Year Groups	Roots to Routes Shared Education	Key Stage 3
Eco - Group	All year Groups	School's Fantasy League	All Year Groups
Equestrian Team	All Year Groups	Senior Choir	Key Stage 4/Post 16
Faith Team	Year 13	SENTINUS Robotics Roadshow	Year 9
Fermanagh Feis - History	Key Stage 3	SEPI Programme	Year 13
Gaelic	Year 8	SistersIN	Year 13
Gaelic Under 20; Under 16; Under 14	Years 9 -14	Social Skills	All Year Groups
Greenfingers Gardening Club	All Year Groups	SocSwat Peer Support	Year 13
Home Economics Seasonal Cookery Clubs	Years 8-10	South West College / Hanban Mandarin Chinese	Years 9-13
Homework Club	All Year Groups	St. Vincent de Paul	Year 13
Hopeful Minds Taught Programme	Key Stage 3	String & Woodwind Ensembles	All Year Groups
Irish Club	Year 8	Student Council Representatives	All Year Groups
Irish Inter-Schools' Quizzes	Years 10 & 11	Traditional Group	Key Stage 4/Post 16
Irish Peer Teaching Led	Years 8-9	Trocaire Ambassadors	Year 13
Irish Traditional Music Group	All Year Groups	ULink	Key Stage 3/4
JPIC Group (Justice, Peace & Integrity of Creation)	All Year Groups	West Tyrone Feis- Art Design & Craft Sections	All Year Groups
Christmas Craft Fair	All Year Groups	West Tyrone Feis – Poetry, Prose,	All Year Groups
LAMP (Loreto's Assertive Mentoring Project)	All Year Groups	World Book Day	Years 8-10
Life Skills	Year 14	World Maths Day	Years 8-10
Literacy Prefects	Year 14	Year Group Ambassador Project	All Year Groups
Literific Debating Competition	Years 11-14	Young Enterprise	Year 13
Liturgy Group	All Year Groups	Young Soroptimist	Years 12-13
Maths Challenge - Junior (JMC – Leeds University)	Year 9	The EA Western Area provides peripatetic tutors.	All Year Groups
Maths Challenge - Intermediate (JMC – Leeds University)	Year 11		
Maths Peer Mentoring	Years 8-10		
Maths Week Ireland	Years 8-10		
Mole Day	All Year Groups		

Currently we avail of the services of the Tutors for Strings, Woodwind, Voice, Guitar, Piano and Percussion. They operate a rotating timetable so that students do not miss the same class each week.

New activities are added as the year progresses.

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	Magistrates Court
Industries	Stormont

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.

Recent Educational Visits

- Music trip to Prague March 24
- Post 16 Voluntary Work to Lusaka Oct 2024
- Ski Trip 2026
- French trip to Paris - March / April 2025
- Geography Trip to Iceland - September 2025

Upcoming Trips Include

- Key Stage 4 Alicante trip - March/April 2026
- Iceland September 2027
- Rome trip for AS RS Students - January 2027

Our Vision: "Making Young Dreams Possible"

Our Mission: "Striving for Excellence, the Loreto Way."



SINCERITY



Sincerity shapes our interactions and relationships with others. It means we are honest in how we communicate with others.

"Show yourself as you are and be what you show yourself."

Mary Ward

Justice is at the heart of the Gospel message. As members of Loreto, we are called to be agents of change, actively working for justice.

"Be seekers of truth and doers of Justice."

Mary Ward



FREEDOM



Mary Ward believed in the importance of freedom, particularly the freedom to follow your conscience and to seek truth.

"Act not out of fear, but solely from love because we are called by God to a vocation of love."

Mary Ward

Jesus said, "I am the way, the truth, and the life." By seeking truth, we draw closer to God and live more fully in His light.

"Love and Speak the truth at all times."

Mary Ward



JOY



Joy is a gift from God and a reflection of His presence in our lives. By cultivating a spirit of joy, we bring light and hope to our community.

"Show yourself at all times glad and joyful."

Mary Ward

Rooted

Responsive

Relevant

Further Information



LORETO

Grammar School, Omagh

Rooted, Responsive, Relevant

Pastoral Care Summary Policy

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.

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.

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 Pupil Welfare Officer

“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!



Learn, Grow, Succeed

Post 16 Photo Gallery



Post 16 Photo Gallery



How to Succeed

Some words of advice and encouragement from past Post 16 students

Complete as many past papers as possible before the exam.

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.

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

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

Be in school, in class and on time!

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

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

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

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.

Do every homework assigned by your teacher throughout the year.

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

Revise thoroughly for every class test throughout the year.

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

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

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.

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

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."

ASPIRE HIGHER

EMA (Educational Maintenance Allowance)

(Information correct at time of going to press)

Students whose 16th birthday falls on or between 2nd July 2025 and 1st July 2026 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 2026.

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 2026. 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 2026. 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

A Level Winter Prizegiving Ceremony







Making Young Dreams Possible!

Principal:
Mrs Susan Cullinan

Loreto Grammar School, James Street, Omagh, BT78 1DL

T: 028 8224 3633
F: 028 8225 1143

W: www.loretogs.com
E: info@loretogs.omagh.ni.sch.uk