

Christian Brothers' Grammar School

Scoil Ghramadaí na mBráithre Críostaí

Omagh



Post 16

Prospectus 2026-2028

www.cbsomagh.org





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Dear Student,

Welcome to the Christian Brothers' Grammar School. This Post 16 Prospectus outlines the courses available for 2026-28 and the opportunities open to students in Senior School. Our provision supports students aiming for university, further education, apprenticeships, or employment, with a strong track record of helping students achieve their goals.

We offer a broad curriculum of 27 subjects, including both academic and applied courses such as Construction, Sport, Business and IT. Students normally study at least three subjects in Year 13, with the option of a fourth depending on GCSE results.

Alongside academic study, we provide strong pastoral support and comprehensive careers guidance for university, college and apprenticeship pathways. Students also benefit from enrichment opportunities, volunteering programmes, and a wide range of sporting and artistic activities.

Post 16 students play an important role in school life, developing the skills, confidence and independence needed for the future. We warmly welcome applications from both current and new students and wish you every success in your Post 16 studies.

Mr Des Maginness

Head of School, Post 16



Welcome

**From Post 16
Head of
School
Mr
Maginness**

Head Prefect Michael McNamee

After five years at Christian Brothers' Grammar School, Post 16 is the first time you can choose the subjects you want to study. This can be exciting but also a little daunting. While it's an important decision, it shouldn't cause worry. If you're unsure, my advice is to choose the subjects you enjoy most. Post 16 involves studying topics in greater depth, so it's easier to stay motivated in subjects you already like and understand from GCSE. Career options are also important, but many careers are open through a wide range of subjects, and choosing a mix can keep more opportunities open. Our careers department will also support and guide you as you plan your future.



The school offers many Post 16 options, especially through the Omagh Learning Community. I chose Mathematics, Physics, and Biology because I enjoyed them at GCSE. Although I was unsure at first, speaking to teachers and older students helped me decide, and I've really enjoyed studying them over the past 18 months.

There are also many opportunities outside the classroom, including Gaelic football, soccer, hurling, cross country, and music. For me, getting involved in these activities was one of the best parts of Post 16. There are also leadership roles such as prefect or hall monitor, which can be valuable when applying for jobs or university.

Whatever subjects you choose, if you work hard and apply yourself, you can be successful over the next two years. I wish you the best as you begin your Post 16 journey.

What Omagh CBS Offers

Christian Brothers' Grammar School has a strong tradition of success and high-quality teaching at Post 16. Senior School offers 27 A Level, OCR Technical and BTEC courses in a supportive environment with dedicated teachers and staff.

Students benefit from a tutorial programme, specialist careers guidance, university application support, and work experience opportunities. There are also leadership roles such as Senior Prefect and Hall Monitor, as well as involvement in the Student Council and the Pope John Paul II Award.

The school also offers an enrichment programme, an innovative R.E. curriculum, and a wide range of extracurricular activities. Facilities include a Home Economics suite, extensive IT and library resources, a study centre with kitchen, fitness suites, a gym, and a 3G football pitch, as well as additional sports facilities at Coolnagard and Brothers' Park.



Post 16 Students

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

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

* Available if offered by the Omagh Learning Community

N.B. BTEC National Extended Certificate is equivalent to one A Level; BTEC Diploma is equivalent to two A Levels; IT Cambridge Technicals is equivalent to one A Level;

All A Levels are modular. The AS (Advanced Subsidiary) modules in each subject covered in Year 13 will be examined in that year and will constitute an AS Level (i.e. 40% of an A Level) in that subject.

A2 modules will be taken in each subject in Year 14, and these will then combine with the AS to produce a full A Level. AS and A Levels are graded on a scale of A-E. Students taking a BTEC course will be graded either Pass, Merit, Distinction or Distinction* at the end of the two years study.

To give breadth and balance to your Post 16 subject choice we advise the following:

- AS Business cannot be taken with Business (OCR).
- Only one from Digital Technology, IT Technicals or Software Systems Development may be chosen.
- If choosing Life and Health Science we recommend that you check with university courses you are interested in if they will accept Life and Health Science along with Physics, Chemistry or Biology as there may be some overlap in the course content. It will be accepted as a second science for a range of courses in UU.



Destination of Post 16 Students

Year 14 Student Destinations 2025

Queen's University Belfast (20 f/t students)

Actuarial Science and Risk Manage-	2	Advanced Accounting	2	Biological Sciences	1
Chemical Engineering	2	Computer Science	1	English and History	1
Geography with Spanish	1	History and Politics	1	Law	1
Mechanical Engineering	2	Medicinal Chemistry	1	Medicine	2
Pharmacy	1	Psychology	1	Software Engineering	1

Ulster University (41 f/t students)

Accounting and Finance	1	Architecture	1	Business Economics	1
Civil Engineering	2	Computing Science/Computer Science	2	Computing Technologies/Interactive	4
Construction Engineering and Management	1	Criminology and Criminal Justice	1	Diagnostic Radiography & Imaging	1
Finance and Investment	1	Geography	1	Global Business	1
Graphic Design	1	Law	2	Mechanical/Mechanical and Manufacturing/Mechatronic Engineering	3
Optometry	1	Personalised Medicine	1	Physiotherapy	1
Quantity Surveying and Commercial	6	Software Engineering	4	Sport and Exercise Sciences/Sport, Physi-	5

South West College (18 f/t & p/t students)

Applied Science	1	Civil Engineering	7	Construction Engineering with Surveying	5
Engineering with Specialisms	3	Healthcare Practice (Integrated Health and	1	Sport and Exercise	1

Apprenticeships/Higher Level Apprenticeships (21 students)

Accounting HLA - Abac Chartered Accountants (South West College)	1	Accounting and Finance HLA - McAleer Jackson Chartered Accountants (Ulster University)	1	Brickwork Apprenticeship (South West College)	1
Carpentry and Joinery Traineeship (South West College)	1	Civil Engineering HLA - Lowry Building and Civil Engineering (South West College)	2	Construction Engineering with Surveying HLA - Woodvale Construction (2); Lowry Construction (1) (South West College)	3
Construction Engineering and Management HLA - Errigal Group (Ulster University)	1	Electrotechnical Technology Apprenticeship (South West College)	1	Engineering with Specialisms (Mechatronics) HLA - CEON Machinery Control; JMG Systems; Kerry Group; Lagan Energy Engineering; TESAB Engineering (South	5
Gym Instructing Apprenticeship - Hollywood Fitness	1	Plumbing Apprenticeship (South West College)	1	Quantity Surveying HLA - MTM Engineering (Southern Regional College)	1
Quantity Surveying and Commercial Management HLA - Errigal Group and GEDA (Ulster University)	2				

Other (13 Students)

Employment	3	Further A-level Study	1
Gap Year	4	Liverpool John Moores University: Paramedic Science	1
University of Glasgow: Dentistry	1	University of Liverpool: Civil Engineering Medicine (deferred to 2026)	2
University of Nottingham: Veterinary Medicine and Surgery	1		

Examination Results Summer 2025

A-Level and Btec Results by Subject

Subject	CBS Omagh 3 Year Average %A*-C	Subject	CBS Omagh 3 Year Average %A*-C
Art & Design	100	Politics	N/A*
Biology	88.0	Psychology	N/A*
Business Studies	93.7	Religious Studies	N/A*
Chemistry	98.7	Software Systems Design / Computing	89.3
Digital Technology	87.5	Spanish	N/A*
English Literature	86.2	Technology & Design	72.7
Environmental Technology	N/A*	Business Ext Certificate	89.3
Further Maths	N/A*	Cambridge Technicals	100.0
Geography	89.1	Construction Diploma	90.3
History	70.8	Construction Ext Cert	94.9
Irish	N/A*	Engineering Ext Certificate	N/A
Life & Health Sciences	64.4	Sport Diploma	100
Mathematics	89.4	Sport Ext Certificate	88
Music	N/A*		
Physics	69.7		

* N/A if not studied in all 3 years

Performance in Public Examinations 2023-2025

(Note: NI average comparison figures are for Grammar schools)

Performance Indicator	2022-23		2023-24		2024-25	
	CBS Grammar Omagh	N.I. Average	CBS Grammar Omagh	N.I. Aver- age	CBS Grammar Omagh	N.I. Aver- age
Achieving 5+ GCSEs at Grades A*-C (or equivalent)	96.4%	95.7%	91.0%	93.0%	94.8%	96.8%
% Achieving 7+ GCSEs at Grades A*-C (or equivalent)	94.2%	90.6%	85.1%	84.0%	88.2%	75.8%
% Achieving 3+ A Levels at Grades A*-C (or equivalent)	57.1%	82.2%	56.8%	75.0%	70.1%	71.9%
Achieving 2+ A Levels at Grades A*-C (or equivalent)	94.4%	94.8%	80.5%	92.3%	91.9%	90.8%

Excludes pupils with Statements of Special Educational Needs.

The above table is supplied by the Department of Education.

Christian Brothers' Grammar School, Omagh

Admissions Criteria 2026 - Entry to Year 13

Omagh CBS is a Catholic Grammar School for boys. The school wishes to accept boys who are suitable for the type of education it offers, and whose parents are in agreement with the Philosophy and Aims of the school.

Applicants must:

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

Essential Criteria for Post 16 Study

All applicants must have achieved a satisfactory standard in terms of attendance, punctuality and behaviour. A satisfactory standard is deemed to be:

- **Attendance:** At least 93% attendance in Years 11 and 12. Those applicants who have not achieved this level of attendance must provide medical evidence to account for their absences. The Principal may take account of 'special circumstances' that have impacted upon attendance.
- **Punctuality:** No more than 10 lates in Years 11 and 12 without due cause.
- **Behaviour:** Not more than one suspension in Years 11 and 12. Any applicant who has been suspended in Year 11-12 will be required to meet with the Vice Principal or Principal along with Parent/Guardian before returning to school.

Subject Specific Entry Criteria

- In all subjects it is recommended that students achieve at least a Grade B if the subject has been studied at GCSE level.
- All students are expected to study at least three A Level or BTEC subjects at Post 16 level.
- All applicants are expected to meet subject specific entrance criteria. (See Appendix 1)
- Eligibility to study 4 subjects in Year 13 will be determined by the Post 16 Admissions Criteria.

Entry to Year 13 is open to applicants who:

1. After 5 years studying for GCSE (or 6 if having repeated any of Years 8-11), have achieved a minimum of fifteen points over six subjects. Points will be allocated as follows:
GCSE Subjects: A* = 6; A = 5; B = 4; C = 3; D = 2; E = 1
GCSE Computing Levels: L9 = 6; L8 = 5; L7 = 4; L5/6 = 3; L4 = 2; L3 = 1
BTEC Level 2 Subjects: Distinction = 5; Merit = 4; Pass = 3
- At least one of the subjects passed must be English or Mathematics.
- Any applicant who has failed to pass either English or Mathematics at GCSE must re-sit that subject before progressing into Year 14.
2. Have achieved, in the opinion of the Board of Governors, an equivalent standard to those stated above.
3. Wish to repeat Year 13, having been in Year 13 at Omagh CBS the previous year, having been recommended by the Principal, and to whom 'special circumstances' (i.e. medical or other problems which may have affected a student's performance in Year 13) may apply.
4. Will, in the opinion of the Board of Governors, achieve success in the courses open to them even if they have lower levels of achievement at GCSE.

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

1. Applicants wishing to repeat Year 13, having been in Year 13 at Omagh CBS the previous year, having been recommended by the Principal, and to whom 'special circumstances' (i.e. medical or other problems which may have affected a student's performance in Year 13) may apply.
2. Applicants qualifying for entry from Year 12 Omagh CBS.
3. Applicants from other schools which do not offer Post 16 Studies in subjects of their preference, including those applicants that have in the opinion of the Board of Governors attained an equivalent standard to those stated in Clauses 1 or 2 above.
4. Applicants from other schools including those applicants that have in the opinion of the Board of Governors attained an equivalent standard to those stated in Clauses 1 or 2 above.
5. Applicants that will, in the opinion of the Board of Governors, achieved success in the courses open to them even if they have lower levels of achievement at GCSE.

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

1. Applicants will be ranked by overall GCSE scores with GCSE points allocated as follows:

GCSE Subjects: A* = 6; A = 5; B = 4; C = 3; D = 2; E = 1

GCSE Computing Levels: L9 = 6; L8 = 5; L7 = 4; L5/6 = 3; L4 = 2; L3 = 1

BTEC Level 2 Subjects: Distinction = 5; Merit = 4; Pass = 3

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

Repeating Year 12

Applicants who do NOT qualify to continue to Year 13 according to the criteria above and wish to repeat Year 12 must make an appointment (for themselves and a parent/guardian) with the Vice Principal and the Head of School for Key Stage 4 in order to discuss their options.

Essential Criteria for Repeating Year 12

1. Provide evidence of 'special circumstances' (i.e. medical or other problems which may have affected an applicant's performance in the GCSE Examinations).
2. Have achieved satisfactory standards of attendance, punctuality and behaviour. A satisfactory standard is deemed to be:
 - **Attendance:** At least 93% attendance in Years 11 and 12. Those applicants who have not achieved this level of attendance must provide medical evidence to account for their absences. 'Special circumstances' that have impacted upon attendance will be taken into consideration.
 - **Punctuality:** No more than five lates in Year 12 without due cause.
 - **Behaviour:** Not more than one suspension in Year 12. Any applicant who has been suspended in Key Stage 4 will be required to meet with the Principal, along with Parent/Guardian before returning to repeat Year 12.

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

Criteria for Any Extra Places Made Available by the Department of Education for Admission into Year 13

The Department of Education may, on request, increase the number of applicants that the school can admit into its Year 13. Places that become available in this way shall be allocated only to applicants who meet the basic eligibility criteria for Sixth Form study (as above) and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Applicants who have most recently completed Year 12 in Omagh CBS.
2. Applicants from other schools where admission to an extra place at Omagh CBS has been agreed by the Department of Education.

Parents should note that the Department of Education will, in response to a school's request, increase the school enrolment number in order to allow extra post-16 applicants to enrol. DE will first check whether there is another school or schools of a type suitable for that applicant within an hour's journey of where the applicant lives. If there is, DE will then check whether this other school or schools with places available may provide all of the post-16 courses that the applicant wishes to pursue. If these checks find that no other suitable school may provide all of the post-16 courses that the applicant wishes to pursue - then DE will agree a school's request for an extra place.

Entry to Year 14 is open to applicants who:

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

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

Repeating Year 14

Entry to repeat Year 14 is open to applicants who:

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

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

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

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

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

Subject Specific Entry Requirements

In all subjects it is recommended that students at least achieve a Grade B if the subject has been studied at GCSE level. All students are expected to study at least 3 A Level or BTEC subjects at Post 16 level. The subjects below have specific entrance criteria:

Post 16 Subject	Entry requirements
Biology	A minimum of an AB grade overall in DA Science including at least a B in Biology
Chemistry	Grade A*/A in Chemistry Unit 2 at GCSE
Computing	Grade A in GCSE Maths and a grade B in ICT OR Grade A in GCSE Computing
Construction	If Double Award Construction is oversubscribed, preference will be given to
English Literature	Grade B is required in both English Language and English Literature
Health and Life Sciences	BB in DA Science
Mathematics	Grade A*/A in Maths
Physics	Grade A*/A in Physics Unit at GCSE
Technology	At least a Grade B in GCSE Technology or Merit in BTEC Level 2 Engineering*

Thoughts of Current Post 16 Students...

Vincent Lowry

Post 16 Subjects: Maths, Business (OCR), Life and Health Sciences



Choosing A Level subjects can be difficult. My advice is to pick subjects you enjoy and do well in, as this makes the workload more manageable. It's also worth thinking about how your choices might affect future career options.

I chose subjects I liked and performed well in at GCSE. I picked Maths because I enjoy it and it opens doors to careers such as Accounting or Finance. I've enjoyed it so far, although the step up from GCSE is significant and requires extra time to understand new topics.

I also chose OCR Business because it sounded interesting and I hadn't studied Business at GCSE. It includes more coursework, which suited me, but it's important to stay organised as deadlines come regularly.

My final choice was Life and Health Science. I enjoyed science at GCSE but wasn't sure about continuing with a single subject. This course covers Biology, Chemistry and Physics, with a mix of coursework and exams. Like Business, the regular reports can build up quickly if you fall behind.

I would recommend Life and Health Science to anyone unsure about choosing a science, as it is recognised for many university courses without studying a single pure science.

Harley Patton

Post 16 Subjects: Sport Diploma, Single Construction



When choosing my A Level subjects, I thought about what I studied at GCSE, what I enjoy, and what I might want to do after school. I chose Sport Diploma and Single Construction to keep my options open between a sporting or construction career.

I'm considering studying Sport and Exercise at Ulster University and possibly becoming a PE teacher. Another option is attending South West College through a higher apprenticeship, as both pathways suit my interests.

In Sport, I completed a Human Anatomy test in January, with most of the course assessed through coursework. In Double Sport, the work is also coursework-based, including organising a school event. This year we organised the Conal McCrory Golf Memorial Competition, which I really enjoyed.

Choosing subjects for sixth form can be difficult, so it's important to think about your interests and attend open or choices days to learn more about each course.

Nathan McGee

Post 16 Subjects: History, Technology and Design and System Software Development

After completing my GCSEs, I decided to stay at CBS for A Levels as it gave me the best chance to pursue a career in Computer Science, particularly software development. With this in mind, I chose Software Systems Development (SSD), as I've always been interested in computers and how software is created. I also chose History and Technology & Design because I enjoyed them and did well in them at GCSE.

Both SSD and Technology & Design include coursework, where you work on a project throughout the year as well as completing a test at the end. In SSD, you create a quiz using C# in Microsoft Visual Studio and write documentation about the program. In Technology & Design, you redesign a product to improve it and create a prototype.

Having two coursework subjects can be challenging because you must meet deadlines for both projects, but good time management helps. It also means fewer exams at the end of the year, giving you less revision overall.



Michael McNamee

Post 16 Subjects: Maths, Physics and Biology

Choosing Post-16 subjects can feel stressful because they require a lot of time and effort over two years, and they may influence your future career. My advice is to choose subjects you enjoy and understand. I followed this advice and chose Maths, Physics and Biology because I did well in them at GCSE and found them interesting.

You'll often hear that you should keep your options open, and that's true. However, studying subjects you enjoy usually helps keep many career paths available. Although the workload does increase at A Level, the school provides plenty of support if you stay committed and work hard.

I wish you the best with your choices and hope you enjoy your time in Post 16.



Eoin McEvoy

Post 16 Subjects: Physics, Art and Maths

I always planned to stay on for A Levels because they open opportunities for university, higher apprenticeships and further study. I wasn't sure what career I wanted, so I chose subjects that would keep my options open.

When choosing, I looked at what I enjoyed and did well in at GCSE. I chose Sport, Physics and Business Studies because I achieved highly in them and found them interesting. I particularly liked Sport as it is a BTEC with coursework, which helps reduce pressure during exam time. I also chose Business because it's a subject I've always been interested in, and Physics because I enjoy working with numbers and found it engaging at GCSE.

There is a big step up from GCSE to A Level, and the workload is greater, but with consistent study throughout the year it is manageable and rewarding.



Hugh Gormley

Post 16 Subjects: Maths, Physics and Chemistry

From the start of Year 12, I knew staying on at CBS to study A Levels was the best option for me. I wanted to choose subjects that would keep as many career paths open as possible. After my GCSEs, I realised I had a strong interest in maths and science, so I chose Maths, Physics and Chemistry.

I considered taking a fourth subject but decided that three would be more manageable. I'm glad I made that decision, as the workload is still high but manageable. Overall, I'm very happy with my choices and have enjoyed studying these subjects.



Pawel Sidorenko

Post 16 Subjects: Chemistry, Maths, Physics, and System Software Development

I always wanted to continue my education at Omagh CBS. Choosing A Level subjects can feel more daunting than choosing GCSEs, as they play an important role in shaping your future career and university path.

Thanks to my strong GCSE results, I was able to study four A Levels: Maths, Physics, Chemistry and Software Systems Development. Although the workload at Post-16 can seem overwhelming at first, you quickly adapt.

The support from teachers is excellent and has helped me stay focused on my goal of studying at the University of Cambridge. I wish you the best of luck with your studies—work hard, make use of the support available, and you can achieve great things.



Senan Doyle

Post 16 subjects: Maths, Physics, Chemistry and Biology

Choosing A Level subjects was a difficult decision, and I remember being unsure until the final moment. I eventually chose Maths, Physics, Chemistry and Biology because this combination keeps many career options open.

Although it felt like a big step up, I've worked hard to keep on top of the workload. Each subject is studied in much greater detail, so it requires more effort and commitment. The study periods during the week have been very helpful for completing homework and revision, allowing me to relax more in the evenings.

I've particularly enjoyed Maths this year because it has been both challenging and interesting. Overall, while the move to A Level can feel daunting, studying fewer subjects allows for a deeper understanding of each one.





Advice On Making Choices

Your choice of subjects at Post 16 Level should take account of three important factors:

Career Interests

If you have a definite career area in mind, it is vital that you choose subjects that are essential for entry into that career area, e.g. Maths and Physics or Maths and Technology are required for Electrical and Mechanical Engineering at Queen's. For Medicine you will need Chemistry and Biology. Pages 38-40 of this booklet show the subjects required for a range of degree courses. Our career guidance staff will help each student to decide on his choice of subjects. Final decisions will be made in August after GCSE results are published.

Likes and Interests

You will be studying three or four subjects for the next two years. It is very important that you enjoy each subject. Your interest and enjoyment of the subject will help you to make progress at AS and A2 Level.

Ability

There are no easy options at Post 16. Whatever combination of subjects you choose, you will need both the necessary ability and a strong commitment to your studies. This level of dedication is essential if you are to reach your full potential, achieve high grades, and progress confidently to the next stage of your career.

It is important to choose subjects which

- Are essential for the career you wish to pursue
- Match your interests and abilities
- You will enjoy studying

Perhaps you have not yet decided on a particular career. If so, you must try to keep your options open and choose a balanced range of subjects.

Take your time, research thoroughly, discuss the options with your parents, Form Teacher and our Career Advisers who will guide you to make informed decisions about your future.

The Enrichment Programme

All Post 16 students take part in an innovative and engaging faith development programme which offers them the opportunity to develop spiritually and morally. This is further enhanced with annual retreats, guest speakers and liturgical celebrations throughout the year. The Enrichment Programme takes place for Year 13 and Year 14 students each week on Tuesdays and Fridays.

We also offer the Pope John Paul II Award to all Year 13 students. Through the award, pupils are enabled to become actively involved in the life of their parish, school and local community. We encourage a spirit of volunteering and vibrant community involvement. Involvement in school can include a range of activities from helping with the Year 8 Rosary that takes place during the month of October as well as during Lent, St. Vincent de Paul Christmas Hamper Appeal and the Knights of Columbanus Public Speaking Competition.



Year 13 November Prayer Service led and organised by the pupils



Careers Education

Careers education and guidance plays a vital role in the preparation of our Post 16 students for life after school. All students will follow a structured careers programme through their weekly Careers classes where they will be carefully guided through the UCAS, CAO, further education and apprenticeship process. This begins with students learning more about their own particular skills and qualities and matching these with possible career opportunities.

Great emphasis is also placed on personal career planning and extensive research is carried out on suitable courses and institutions before completing the UCAS or further education forms. Students will also use specialist careers software to help focus their own personal career planning. Students meet individually with one of the Careers advisors in the school who will discuss the student's particular educational and vocational choices on a one-to-one basis.

To further prepare students for the important decisions they will have to make in Sixth Form, a range of career activities are organised throughout Years 13 and 14, including lectures by Admissions Tutors from various universities throughout the UK and Ireland and attendance at focussed career workshops. Mock interviews are arranged to help the students develop the necessary skills and confidence to gain a place in their chosen degree course and in the world of work.

We appreciate the importance of ongoing contact with parents in this important aspect of school life and parents are welcome to attend their son's individual careers interview(s) or contact the careers department if they have any queries or concerns.

(For careers advice and subject/entry requirements please see pages 48-50).

Work Experience

We have built strong links with local businesses and outside agencies that provide us with ongoing assistance in facilitating the development of our students in Sixth Form. Students are offered the opportunity to attend workshops and seminars in a range of career areas and every student is encouraged to undertake at least one work experience in Year 13. Students are carefully prepared for work experience and employers provide a report to the school on the student's progress. Since universities place a lot of emphasis on the value of relevant work experience, it forms an important part of our Careers programme. Students are encouraged to reflect on their experiences whilst on placement and examine their career choice in light of their work experiences in a career area. Further work experience placements can be arranged if required.

Volunteering and Work Experience

As competition for jobs and places at reputable universities increases it is becoming even more important that students participate in extra-curricular activities, volunteering, fundraising and/ or community work both through and outside school. During their time in Post 16 students will be offered numerous opportunities to get involved in voluntary/community/charity work. Students interested in pursuing a health/caring role must ensure they gain plenty of volunteering in a hospital/care setting and relevant work experience.



Mock Interview

Pastoral Structure

Although our Senior School is a large community (about 260 students), we aim to ensure that each student feels part of a small group and individually valued. At the start of Year 13 you will be assigned to a form class of approximately 24 students, and will remain with the same Form Teacher throughout your two year course.

The Form Teacher will see the students each morning for Registration and can offer advice, support and guidance on an individual basis. Other activities that take place during tutorials are group discussions on topics such as study skills and learning styles, revision techniques, career planning, money management and how to cope with life away from home at 18.

In addition, we provide a mentoring service to assist your learning and achievement by offering support to deal with personal problems which could hinder academic progress. We have a full time learning mentor who will work closely with individual pupils to help them overcome barriers to their learning.

We also employ a Staff Welfare Officer who is available to all students who experience medical problems during the school day.

We also have a qualified counsellor from "New Life Counselling," Bernie McCullagh, who is available in school every Thursday from 9.15 until 1.00pm who can help support any student who is going through a difficult time. Students can be referred to this support by the Vice Principal Mr White, Head of Pastoral Care, their form teacher or Head of School. Alternatively they can refer themselves by filling in a self-referral form and dropping it in Bernie's post or by e-mailing her directly at:

bernziemccullagh@newlifecounselling.net

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

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



Post 16 students are senior members of the school community and role models for younger students. They have opportunities to use their talents and experience to contribute to the life and management of the school. By working hard and developing key skills, personal qualities and confidence, they strengthen their own leadership while helping to promote a positive learning environment.

We aim to help every student develop their talents and abilities fully. A wide range of extra-curricular activities is an important part of Senior School life, and students are encouraged to get involved. Their contributions are recognised each year at our Annual Prizegiving.

Business

Young Enterprise

Creative & Expressive

Drama, Poetry, Public Speaking, Bar Mock Trials, Debating, Peer Tutoring Clubs and Art Club



Community Involvement

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

Music

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



Leadership Team

Senior Prefects, Hall Monitors, The Student Council, Peer Mentoring

P.E. and Games

Athletics, Badminton, Gaelic Football, Golf, Handball, Hurling, Rugby, Soccer, Swimming, Tennis



Extra Curricular Activities

Opportunities to Develop Leadership & Teamwork Skills

Art & Design

The revised GCE Art and Design is available at two levels, AS and A2.

Students can take the AS course as a final qualification; or the AS units plus the A2 units for a full GCE A level qualification.

The full advanced GCE award is based on students' marks from the AS (40%) and A2 (60%).

Students may follow a broad pathway through Art, Craft and Design – Combined Studies, or choose from one of three specialisms: Photography and Lens-Based Media, Three-Dimensional Design or Textiles.

The course has four units: two at AS level and two at A2:

AS 1: Experimental Portfolio, AS 2: Personal Response

A2 1: Personal and Critical Investigation (including a 1000-3000 word written investigation), A2 2: Thematic Outcome

Skills Developed

Students work with a variety of materials, building practical skills and technical competence. The course is available as General Art and Design or with specialisms in Photography and Lens-Based Media, Three-Dimensional Design, or Textiles.

Students also develop key skills such as communication, ICT, problem solving, teamwork, and improving their own learning. Art and Design further builds transferable qualities valued by employers, including creativity, resilience, imagination, empathy, and innovation. It also promotes:

- independent learning;
- personal development and motivation;
- the ability to find alternative approaches and take risks in creative pursuits;

Content	Assessment	Weighting
AS 1: Experimental Portfolio	Internal assessment	50% of AS 20% of A Level
AS 2: Personal Response	Internal assessment	50% of AS 20% of A Level
A2 1: Personal and Critical Investigation	Internal assessment of practical investigation	36% of A Level
	Written element externally assessed	12% of A Level
A2 2: Thematic Outcome	Internal assessment	24% of A Level

Higher-order thinking skills such as research, analysis, and reflection are central to this qualification. It helps students develop key skills for employment, Further and Higher Education, and future careers in the creative and cultural industries.

Career Opportunities

AS and A2 Art and Design are suitable for students interested in art-related careers, those who enjoy the subject, or those entering employment. Success can lead to many opportunities at third level and careers such as advertising, architecture, animation, computer-aided design, conservation, education, interior design, museum or theatre work, community art, fashion, film and media, graphic or industrial design, illustration, jewellery design, occupational or art therapy, photography, and printing.



Biology

Entry Requirements

The CCEA specification builds on knowledge from Double Award Science. Students need at least an **AB overall**, including a **B in Biology Unit 2**. A strong understanding of chemistry and maths is also required.

Skills Developed

A Level Biology develops skills in handling data, solving numerical and practical problems, using scientific equipment, and communicating findings clearly. It also encourages logical thinking, analysis, and teamwork.

Career Opportunities

Biology supports careers in areas such as agriculture, food industries, medicine, dentistry, veterinary science, pharmacy, physiotherapy, nursing, psychology, genetics, zoology, biotechnology, biomedical engineering, education, and laboratory work.

Content	Assessment	Weighting
AS 1: Molecule sand Cells	External Written Exam - 1 ½ hours	37.5% of AS 15% of A Level
AS 2: Organisms and Biodiversity	External Written Exam - 1 ½ hours	37.5% of AS 15% of A Level
AS 3: Practical Skills in AS Biology	External Written Practical Exam and Internal Practical Assessment	25% of AS 10% of A Level
A2 1: Physiology, Co-Ordination and control, and Ecosystems	External Written Exam - 2 ¼ hours	24% of A Level
A2 2: Biochemistry, Genetics and Evolutionary Trends	External Written Exam - 2 ¼ hours	24% of A Level
A2 3: Practical Skills in Biology	External Written Practical Exam and Internal Practical Assessment	12% of A Level



Business Studies

This qualification explores key business topics affecting modern society. Students study the diverse nature of organisations and focus on three core issues: globalisation, digital technology, and stakeholder influence. The course develops decision-making, critical thinking, and analytical skills for further study or employment in business.

Aims

Students will:

- Develop an interest in business and the global marketplace
- Understand organisations and their relationship with stakeholders
- Evaluate the role of technology in business
- Create solutions to business problems and consider ethical issues
- Build study, decision-making, and problem-solving skills for higher education

Career Opportunities

Business Studies can lead to further study and careers in areas such as accountancy, law, banking, finance, insurance, media, business analysis, property, quantity surveying, biomedical sciences, actuarial mathematics, or starting a business.



Module	Title	Assessment	Weighting
AS 1	Introduction to Business	External written paper	50% AS 20% A2
AS 2	Growing the Business	External written paper	50% AS 20% A2
A2 1	Strategic Decision Making	External written paper	30% A2
A2 2	The Competitive Business Environment	External written paper	30% A2

Business Extended Certificate (OCR)

This qualification is the equivalent of one A-Level.

It will provide learners with the opportunity to develop the core specialist knowledge, skills and understanding required in the business sector through applied learning.

Learners will take five units: three mandatory units and two optional units:

Content	Assessment	Weighting
Unit 1: The Business Environment	External Written Exam- 2 hours	33.3% of Extended Certificate
Unit 2: Working in Business	External Written Exam- 1 ½ hours	16.6% of Extended Certificate
Unit 3: Customers and Communications	Internal assessment	16.6% of Extended Certificate
Unit 5: Marketing and Market Research	Internal assessment	16.6% of Extended Certificate
Unit 8: Introduction to Human Resources	Internal assessment	16.6% of Extended Certificate

Career Opportunities

This qualification, combined with others, will provide learners with the skills, knowledge and understanding to progress into Higher Education (HE) on a business-related programme such as Business, Business Management, Marketing, Business and Finance, Business and Economics and Accounting. It will also allow them to choose non-business-related degree programmes or take them into employment where they would continue to study.



Chemistry

To study A Level Chemistry, students must have achieved an A in GCSE Chemistry or in the Chemistry component of Double Award Science course.

Skills Developed

Studying Chemistry develops a logical and analytical mind and promotes development in many of the Key Skills. The work involved in A Level Chemistry develops a student's ability to understand and handle complex concepts, to solve numerical and practical problems, to use and manipulate a range of equipment. It also provides an opportunity for students to develop oral and written communication skills.

Career Opportunities

One of the most important reasons for studying Chemistry is the wide choice of careers it opens up. Chemistry is **essential** for many careers including the following:

Medicine, Biochemistry, Chemical Engineering, Dentistry, Veterinary Medicine, Food Science, Environmental Science, Pharmacy, Agriculture, Food Technology, Chemistry and Industrial Chemistry.

Content	Assessment	Weighting
AS 1: Basic Concepts in Physical and Inorganic Chemistry	External Written Exam- 1 ½ hours	40% of AS 16% of A Level
AS 2: Further Physical and Inorganic Chemistry and an introduction to Organic Chemistry	External Written Exam- 1 ½ hours	40% of AS 16% of A Level
AS 3: Basic Practical Chemistry	External Written Practical Exam and Internal Practical Assessment	20% of AS 8% of A Level
A2 1: Further Physical and Organic Chemistry	External Written Exam- 2 hours	24% of A Level
A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	External Written Exam- 2 hours	24% of A Level
A2 3: Further Practical Chemistry	External Written Practical Exam and Internal Practical Assessment	12% of A Level



Construction

We are pleased to offer **TWO** courses namely:

1. BTEC Pearson Level 3 National Extended certificate in Construction & the Built Environment equivalent to 1 A Level/Single award.

OR

2. BTEC Pearson Level 3 National Diploma in Construction & the Built Environment equivalent to 2 A Level's/Double award.

Single Award:

Content	Assessment	Weighting
Unit 1: Construction Principles	External Written Exam- 1 ½ hours	33.3% of Extended Certificate
Unit 2: Construction Design	External Written Exam- 12 hours	33.3% of Extended Certificate
Unit 4: Construction Technology	Internal assessment	16.6% of Extended Certificate
Unit 5: Health and Safety in Construction	Internal assessment	16.6% of Extended Certificate

Double Award:

Content	Assessment	Weighting
Unit 1: Construction Principles	External Written Exam- 2 hours	16.6% of Diploma
Unit 2: Construction Design	External Written Exam- 2 hours	16.6% of Diploma
Unit 4: Construction Technology	Internal assessment	8.3% of Diploma
Unit 5: Health and Safety in Construction	Internal assessment	8.3% of Diploma
Unit 6: Surveying in Construction	Internal assessment	8.3% of Diploma
Unit 7: Graphical Detailing in Construction	Internal assessment	8.3% of Diploma
Unit 8 : Building Regulations and Control in Construction	Internal assessment	8.3% of Diploma
Plus 3 Optional Units (*)	Internal assessment	8.3% each of Diploma

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

A more detailed look at the exam components in both courses:

Unit 1: Construction Principles

Written exam on Materials, Construction Maths, Human Comfort.

1 hour 30 minutes (75 marks).

Completed in January of Year 13 and if need be, repeated in May/June of Year 13.

Unit 2: Construction Design

A exam set and marked by Pearson

The supervised assessment is 12 hours inside a two-week period timetabled by Pearson.

Format of exam is Written answers, Freehand sketches & 3D CAD

(63 marks). Completed in May of Year 14.



Please note:

Construction Maths classes will be timetabled with a Maths teacher to prepare for the Maths part of Unit 1 exam. Essential to have a solid pass in GCSE maths for both courses. There is No Practical Work in Single award. There is CAD, Model making and Surveying practical in Double award course. The Double award course is only suitable for those definitely interested in a career in Construction as it will narrow pathways post school study.

Digital Technology

The course helps you build a real interest in digital technology and understand the system development process. You'll explore a range of technologies and their impact on individuals, organisations, and society. You will also create an application by following the full development cycle. An enquiring mind and an interest in technology are essential, and the course will strengthen your critical thinking skills and awareness of technology's role in modern business and society.

Skills Developed

You'll develop strong study skills to prepare for third-level education and show your ability to understand and apply key concepts through both internal and external assessments.

Career Opportunities

This course is ideal for students aiming for:

- ICT management roles
- Careers involving ICT and people management
- Specialist academic study in ICT or computer systems
- Advanced study of modern technology-based systems

Content	Assessment	Weighting
AS 1: Approaches to Systems Development	External Written Exam- 1 ½ hours	50% of AS 20% of A Level
AS 2: Fundamentals of Digital Technology	External Written Exam- 1 ½ hours	50% of AS 20% of A Level
A2 1: Information Systems	Module 1 - External Written Exam- 2 ½ hours	40% of A Level
A2 1: Application Development (Case Study)	Internal assessment	20% of A Level



Engineering

The Pearson BTEC Level 3 National Extended Certificate in Engineering is for learners interested in engineering careers who want to progress to further study in the sector. It can be taken alongside qualifications such as A Level Mathematics or Physics, enabling progression to higher education in engineering or other STEM subjects. It is equivalent to one A Level. Engineering involves applying scientific principles and practical skills to create and support products and systems, and this qualification covers a broad range of specialist areas.

Content	Assessment	Weighting
Unit 1: Engineering Principles	External Written Exam- 2 hours	33.3% of Extended Certificate
Unit 2: Delivery of Engineering Processes Safely as a Team	Internal assessment	16.6% of Extended Certificate
Unit 3: Engineering Product Design and Manufacture	External Written Exam- 8 hours	33.3% of Extended Certificate
Unit 7: Calculus to Solve Engineering Problems	Internal assessment	16.6% of Extended Certificate

The content has been developed with academics to support progression to higher education and Higher-Level Apprenticeships, and employers and professional bodies have confirmed that it reflects current industry practice for those entering engineering employment. Northern Ireland universities accept this qualification (with required grades) for most BEng and MEng degrees, but **it may not replace a relevant Science subject or A Level Mathematics** for some courses. Learners not studying A Level Mathematics, Physics, or Chemistry must consult their Careers Advisor.

GCSE Requirements

A minimum grade **BB** in Double Award Science is required. It is strongly recommended that learners have a grade **A in GCSE Mathematics** or have studied the **M4/M8** specification.

There are many engineering disciplines available to those studying BTEC Engineering Level 3 with suitable additional qualifications, including Product Design and Development, Mechanical, Mechatronic, Electrical and Electronic, Aerospace, Biomedical, Environmental, Industrial and Production, Marine, Mining, Petroleum Engineering, and Technology with Design.



English Literature

Advanced Subsidiary and Advanced GCE English Literature encourage students to develop their interest in literary studies by reading widely, independently and critically. Students will explore literary traditions, study texts from the 14th century to the present, and consider contemporary cultural, moral, spiritual and political issues.

Skills Developed

AS English Literature helps students:

- become confident, independent, reflective readers
- understand the background of the texts they study
- consider alternative interpretations
- express personal responses clearly in speech and writing

A Level English Literature enables students to:

- broaden and deepen AS knowledge and skills
- explore comparisons and connections between texts
- appreciate cultural and historical influences on readers and writers

Career Opportunities

A Level English Literature is essential for studying English at degree level. The skills gained also support further study in fields such as Law, History, Drama/Theatre Arts, Journalism, Psychology, Estate Management, Politics, Media Studies, Business Studies and Languages.



Content	Assessment	Weighting
AS 1: The Study of Poetry 1900-Present and Drama 1900 - Present	External Written Exam- 2 hours	60% of AS 24% of A Level
AS 2: The Study of Prose Pre 1900	External Written Exam- 1 hour	40% of AS 16% of A Level
A2 1: Shakespearean Genres	External Written Exam- 1 ½ hours	20% of A Level
A2 2: The Study of Poetry Pre 1900 and Unseen Poetry	External Written Exam- 2 hours	20% of A Level
A2 3: Internal Assessment	Internal assessment	20% of A Level

Environmental Technology

This science-based specification focuses on technological solutions to the energy and environmental problems facing us today and highlights the need to manage our planet's resources more effectively, making the transition to a more sustainable way of living.

Content	Assessment	Weighting
AS 1: The Earth's Capacity to Support Human Activity	External Written Exam- 1 ½ hours	50% of AS
AS 2: Renewable Energy Technologies	Internal assessment	50% of AS
A2 1: Building and Managing a Sustainable Future	External Written Exam- 2 hours	30% of A Level
A2 2: Environmental Building Performance and Measurement	Internal assessment	20% of A Level

AS 1

You will:

- explore declining fossil fuel supplies and ways to reduce global oil dependency
- study how electricity is generated, distributed and stored from non-fossil sources
- examine renewable technologies at both macro and micro levels
- understand the environmental impact of fossil fuels and the need for sustainable energy
- complete practical work on wind, solar and biomass
- follow required health and safety procedures

AS 2

You will:

- apply AS 1 knowledge in a practical context
- research renewable energy sources and evaluate technical, environmental and economic factors for wind, solar and biomass
- produce a three-part technical report: desktop research, practical investigation, and discussion with recommendations

A2 1

You will:

- study new and existing technologies and systems that support sustainable living
- examine waste management, bioremediation and low-carbon transport
- investigate environmental performance of buildings
- explore sustainable development in urban and rural communities
- follow health and safety requirements

A2 2

You will:

- apply A2 1 knowledge in a practical context
- assess the sustainability performance of a building
- use the Code for Sustainable Homes (CSH) for a specific construction

What can I do with Environmental Technology?

This qualification helps you make informed environmental decisions and pairs well with many other subjects. It can lead to a wide range of higher education pathways or a rewarding career in the environmental sector.

Geography

The A-Level GCE Geography syllabus builds on, but does not rely on, knowledge and skills gained at GCSE.

Skills Developed

Students strengthen a wide range of abilities valued in higher education and employment, including communication, numeracy, graphicacy, ICT, independent learning, analysis, interpretation, teamwork and problem-solving.

Career Opportunities

Combining elements of both Physical and Human Sciences, A-Level Geography is a flexible, well-regarded subject that complements all other AS and A-Level choices. It opens pathways into careers such as accountancy, architecture, archaeology, cartography, engineering, environmental work, estate management, GIS, law, leisure, tourism, media, medicine, meteorology, planning, physiotherapy, surveying and teaching.

Content	Assessment	Weighting
AS 1: Physical Geography	External Written Exam- 1 ¼ hours	40% of AS
AS 2: Human Geography	External Written Exam- 1 ¼ hours	40% of AS
AS 3: Fieldwork Skills and techniques in Geography	Produce a Fieldwork Statement and then an External Written Exam - 1 hour	20% of AS
A2 1: Physical Processes, Landforms and Management	External Written Exam- 1 ½ hours	24% of A Level
A2 2: Processes and Issues in Human Geography	External Written Exam- 1 ½ hours	24% of A Level
A2 3: Decision Making in Geography	External Written Exam- 1 ½ hours	12% of A Level



Government & Politics

Government and Politics is a relevant and stimulating course. It aims to develop students' skills and critical awareness of political ideas and institutions, including Northern Ireland, Britain and USA.

Skills Developed

Studying Government and Politics can help you develop skills that can be valuable in higher education studies or in a wide range of careers. These include:

- Research skills, such as gathering and extracting information from a wide range of sources, for example, books, newspapers, journals and websites.
- Analysis skills, such as evaluating events, ideas and opinions, critical thinking, developing arguments and reaching a reasoned conclusion.
- Communication skills, such as the ability to express your opinion clearly, both verbally and in writing.

Career Opportunities

Not everyone who studies politics goes on to have a political career. There is a range of careers - in central and local government, business, industry, law and in the voluntary sector, for example - for which the study of Government and Politics could give you a useful background. Some of these careers include, Administrative Officer - Civil Service, Diplomatic Service Officer, European Union Administrator, Fast Stream Civil Servant, Journalist, Local Government Administrator, Political Researcher, Politician, Social Researcher, Town Planner or Trade Union Officer.

Content	Assessment	Weighting
AS 1: Government and Politics of N.Ireland	External Written Exam- 1 ¼ hours	40% of AS 16% of A level
AS 2: The British Political Process	External Written Exam- 1 ¾ hours	60% of AS 24% of A level
A2 1: A Comparative Study of the Government and Politics of the UK and USA	External Written Exam- 2 ¼ hours	35% of A Level
A2 2: Political Power and Political Ideas	External Written Exam- 1 ½ hours	25% of A Level



History

The A Level History specification gives students the chance to explore major political, economic and social developments that have shaped modern institutions, governments and societies. It deepens understanding of domestic and international affairs from the 20th century to the present.

Skills Developed

Students build strengths in:

- Selecting, recalling and clearly communicating historical knowledge
- Presenting well-reasoned explanations and reaching supported judgements
- Interpreting, using and evaluating historical sources

Career Opportunities

A Level History equips students with widely transferable skills valued across many professions. It was ranked number 8 in 'The Most Respected A-Level Subjects for 2022' by Think Student.

Former students have progressed into degrees such as Architecture, Business Management, Physiotherapy, Environmental Health, Journalism, Sociology, Law, Government, Sports Science, Teaching, Computer Science, Engineering, Environmental studies, Estate Management, Geography-related fields, Media, Medicine, Meteorology, Planning, Surveying and more. This broad range highlights the versatility and adaptability of History as a subject.



Content	Assessment	Weighting
AS 1: Historical Investigations and Interpretations	External written examination 1 ½ hours	50% of AS 20% of A level
AS 2: Historical Conflict and Change	External written examination 1 ½ hours	50% of AS 20% of A level
A2 1: Change Over Time	External written examination 1 ¼ hours	20% of A level
A2 2: Historical Investigations and Interpretations	External written examination 2 ½ hours	40% of A level

IT Technicals

Purpose of the Course

Students develop key knowledge and skills in each unit and complete review activities that prepare them for final assessment. They also have opportunities to practise and apply skills before undertaking assessed tasks.

Skills Developed

The course strengthens study skills for higher education and enables students to understand and apply core ICT concepts through both internal and external assessment.

Career Opportunities

This course supports progression into:

- ICT management roles
- Careers involving ICT and people management
- Specialist study of ICT or computer systems
- Advanced study of modern technology-based systems

Content	Assessment	Weighting
Unit 1: Communication and Employability Skills for IT	Internal assessment	16.66% of Introductory Diploma
Unit 2: Information Systems	Internal assessment	16.66% of Introductory Diploma
Unit 27: Digital Graphics	Internal assessment	16.66% of Introductory Diploma
Unit 12: Website Production	Internal assessment	16.66% of Introductory Diploma
Unit 23: Database Design	Internal assessment	16.66% of Introductory Diploma
Unit 43: Understanding Social Media for Business	Internal assessment	16.66% of Introductory Diploma

Mandatory Units

Unit 1: Communication and Employability Skills for IT

Students learn employer expectations, effective communication, and how to develop their own professional skills.

Unit 2: Information Systems

This unit explores how organisations use information and teaches students to understand information functionality and create management systems.

Optional Units

Unit 12: Website Production

Students design, build and test a fully functioning website, gaining knowledge of web architecture, accessibility, security and user experience.

Unit 23: Database Design

Learners design and create a relational database, use features such as queries, forms and reports, test their system, make improvements and evaluate the final design.

Unit 27: Digital Graphics

This unit covers hardware, software and file formats for digital graphics. Students create and edit images to meet client needs, gather feedback and understand the legal framework around digital media.

Unit 43: Understanding Social Media for Business

Students examine how social media works, its impact on business, and how organisations use it to improve customer service, marketing, and competitive advantage.



Irish

In some areas the AS Level and A Level Specification leads on from GCSE but in general there is a much greater breadth of vocabulary and an increasing complexity of grammatical structures. Students are required to have a good foundation in Irish and a willingness to engage imaginatively in language activities.

Skills Developed

The emphasis on the development of the linguistic and communicative skills will prepare students for the demands of higher education and employment. Learning a language gives students opportunities to develop confidence, independence, communication and presentation techniques, IT competence, as well as skills in research, evaluation and analysis that universities and employers value highly.

Career Opportunities

These include Law, Teaching, Library and Archive work, Journalism, Advertising, opportunities with Irish Cultural Organisations, the Gaeltacht Industry, Tourism and Music. BBC and TG4 provide an increasing number of journalistic and technical openings.

Assessment

All modules are examined in summer. The assessment of speaking will be conducted by external examiners.

Content	Assessment	Weighting
AS 1: Speaking	Internal assessment -11 mins	30% of AS level
AS 2: Listening [A], Reading [B] and Use of Language [C]	External Written Exam- 2 hours	40% of AS level
AS 3: Extended Writing	External Written Exam- 1 hour	30% of AS level
A2 1: Speaking	Internal assessment-15 minutes	18% of A level
A2 2: Listening [A] and Reading [B]	External Written Exam- 2 ¾ hours	24% of A Level
A2 3: Extended Writing	External Written Exam- 1 hour	18% of A Level



Life & Health Science

This applied A Level supports Northern Ireland's rapidly expanding life and health sciences sector, worth over £800 million annually. It was created in response to industry reports highlighting the need for a well-skilled future workforce. Life and health science industries account for over 25% of Northern Ireland's economic output, spanning pharmaceuticals, chemical industries and the NHS.

What's Involved

Students complete a mix of compulsory and optional units, assessed through both internal and external methods.

Career Opportunities

Northern Ireland's sector benefits from strong collaboration between industry, universities and clinicians, with expertise in precision medicine, clinical trials and digital health. Specialist areas include oncology, cardiology, ophthalmology, respiratory care and diabetes. Around 13,000 students study related subjects at university each year. This course develops advanced practical skills and knowledge for employment or further study in life and health sciences.

Who Is This Course For?

Alongside A Levels in Biology, Chemistry and Physics, this qualification provides another pathway into a wide range of university courses.

Entry Requirements

Students should have a strong interest in science and at least BB in Double Award Science.

Content	Assessment	Weighting
Unit AS 1: Experimental Techniques	Internal assessment	33.34% of AS 13.34% of A level
AS 2: Human Body Systems	External Written Exam- 1 ½ Hours	33.33% of AS 13.33% of A level
AS 3: Aspects of Physical Chemistry in Industrial Processes	External written examination - 1 ½ hours	33.33% of AS 13.33% of A level
A2 1: Scientific Method, Investigation, Analysis and Evaluation	Internal assessment	20% of A level
A2 2: Organic Chemistry	External Written Exam- 1 ¾ hours	20% of A level
Unit A2 3: Medical Physics	Pupils study one of these three optional units - 1 ¾ hours	20% of A level



Mathematics

Pure Mathematics covers Algebra, Trigonometry, Calculus and Co-ordinate Geometry. Mechanics focuses on forces and motion, including equilibrium and Newton's laws. Statistics involves analysing and interpreting data, with topics such as Probability and the Binomial, Poisson and Normal distributions.



A Level Mathematics builds on some GCSE content, with strong links to Further Mathematics GCSE.

Skills Developed

Students develop key skills valued in science, engineering, business and computing, including:

- Understanding mathematical principles
- Applying maths to real situations
- Problem-solving
- Reasoning, generalising and proving
- Presenting complex information clearly in tables, graphs and diagrams

Career Opportunities

Mathematics is essential for engineering and highly valued in fields such as banking, finance, scientific and technical roles, medicine, dentistry, computing, insurance, health service management, optometry, psychology and business management. Some degrees require at least AS Mathematics for entry.

Content	Assessment	Weightings
AS 1: Pure Mathematics	External written examination - 1 $\frac{3}{4}$ hours	60% of AS
AS 2: Applied Mathematics	External written examination - 1 $\frac{1}{4}$ hour	40% of AS
A2 1: Pure Mathematics	External written examination - 2 $\frac{1}{2}$ hours	36% of A level
A2 2: Applied Mathematics	External written examination - 1 $\frac{1}{2}$ hours	24% of A level

Music

A-Level Music is a dynamic and challenging course that develops students' musical skills and talents. Learners can specialise in performing, composing or music technology. At AS, you study music from the Renaissance to modern musicals and sacred styles. At A2, you explore twentieth-century orchestral music and vocal music spanning over 400 years.

The course includes three units at AS and three at A2:

- Performing
- Composing
- Responding to Music

AS contributes 40% of the final grade; A2 contributes 60%.

Skills Developed

Students strengthen listening, performing and composing skills, along with memory, analysis, creativity and coordination. All A Level Music students are expected to participate in school ensembles and approved extra-curricular activities.

Career Opportunities

Music A Level supports careers in performance, composition, teaching, broadcasting, journalism, publishing, instrument manufacturing and arts administration. The school has a strong tradition of producing musicians who progress to professional performance and careers in media and education.

Content	Assessment	Weightings
AS 1: Performing	Solo Performance	32.5% of AS
	Viva voce	13% of A level
AS 2: Composing	A: composition task	32.5% of AS
	Written commentary	13% of A level
AS 3: Responding to Music	Two external written exams	
	Test of aural perception 1 hour	35% of AS 14% of A Level
	Written examination 2 hours	
A2 1: Performing	Solo Performance	
	Viva voce	19.5% of A level
A2 2: Composing	A: composition task	19.5% of A level
	Written commentary	
A2 3: : Re- sponding to Music	Two external written exams	
	Test of aural perception 1 hour 15 mins	21% of A level
	Written examination 2 hours	



Physics

Why study GCE Physics?

GCE Physics helps you understand how the physical world works by linking scientific theory with real experiments. It shows how physics has developed over time and how it's used in modern society. You'll gain new ways of thinking that are useful not only in physics but also in chemistry, biology, medicine, and earth and planetary sciences.

What will I study?

You'll complete 3 AS units and 3 A2 units.

- Four units are theory-based and assessed by written exams.
- Two units are practical and assessed through both practical work and written tests.

What can I do with Physics?

GCE Physics prepares you for university courses such as applied mathematics, astronomy, astrophysics, engineering (aeronautical, biomedical, chemical, civil, electrical, electronic, mechanical, and more), geophysics, and materials science. It also opens doors to careers in science, medicine, communications, computing, IT, and fields that value problem-solving—like accountancy and actuarial science.



Content	Assessment	Weightings
AS 1: Forces, Energy and Electricity	External Written Exam- 1 ¾ hours	40% of AS 16% of A level
AS 2: Waves, Photons and Astronomy	External Written Exam- 1 ¾ hours	40% of AS level 16% of A level
AS 3: Practical Techniques and Data Analysis	2 (1 hour) components Externally Assessed	20% of AS 8% of A level
A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	External Written Exam- 2 hours	24% of A level
A2 2: Fields, Capacitors and Particle Physics	External Written Exam- 2 hours	24% of A Level
A2 3: Practical Techniques and Data Analysis	2 (1 hour) components Externally Assessed	12% of A level

Psychology

Psychology explores how the brain works and what shapes our behaviour. Studying it develops flexible, analytical thinking and encourages you to approach real-world issues from new angles. At Post-16 level, psychology keeps you informed about current topics while strengthening your ability to evaluate and question a wide range of ideas.

Content	Assessment	Weighting
Paper 1: Foundations in Psychology	External assessment	35%
Paper 2: Applications of Psychology	External assessment	35%
Paper 3: Psychological skills	External assessment	30%

A-Level Subject Content

AS

Paper 1:

Overview of content

Topic 1: Social psychology

Topic 2: Cognitive psychology

Overview of assessment

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

Paper 2:

Overview of content

Topic 3: Biological psychology

Topic 4: Learning theories

Overview of assessment

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

N.B.

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

A2

Paper 1: Foundations in Psychology

Overview of content

Topic 1: Social psychology

Topic 2: Cognitive psychology

Topic 3: Biological psychology

Topic 4: Learning theories

Overview of assessment

Students must answer all questions from five sections.

The assessment is 2 hours long.

The assessment consists of 90 marks

Paper 2: Applications of Psychology

Overview of content

Topic 5: Clinical psychology

Topic 7: Child psychology

Overview of assessment

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

Paper 3: Psychological Skills

Overview of content

Topic 9: Psychological skills:

Methods

Synoptic review of studies

Issues and debates.

Overview of assessment

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

Career Opportunities

Psychology offers strong career prospects, with skills that transfer to many fields. Graduates work in areas such as criminal justice, education, health care, marketing, business, advertising, human resources and politics.

Minimum Entry Requirements

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 and Mathematics.

Religious Studies

Religious Studies Overview

AS and A-Level Religious Studies build on GCSE knowledge, deepening your understanding of historical, moral and cultural issues and how they relate to modern human experience. Teaching focuses on active student participation.

Skills Developed

Students will learn to:

- Work independently and in groups
- Respect and value others' viewpoints
- Communicate ideas clearly and argue effectively
- Analyse and interpret information
- Show empathy for others' experiences

The subject also supports key skills such as IT, teamwork, independent learning and problem-solving.

Career Opportunities

Religious Studies develops logical, independent thinking and leads to a wide range of university pathways, including Medicine, Dentistry, Law, Occupational Therapy, Optometry, Physiotherapy, Computing, Construction, Teaching, Social Sciences, Philosophy, Humanities, Journalism, Finance and Marketing.

Content	Assessment	Weighting
AS 1: An Introduction to Luke's Gospel	External Written Exam- 1 hour 20 mins	50% of AS 20% of A Level
AS 5: The Celtic Church in Ireland in the 5 th , 6 th and 7 th Centuries	External Written Exam- 1 hour 20 mins	50% of AS 20% of A Level
A2 1: Themes in the Synoptic Gospels	External Written Exam- 2 hours	30% of A level
A2 5: Themes in the Celtic Church, Reformation and Post Reformation	External Written Exam- 2 hours	30% of A level



Software Systems Development

Why Study Computing?

Computing is part of almost everything we use today. Understanding how technology works is an essential skill in the 21st century, whether you want to work in science, develop software, or simply understand what happens when "the computer makes a mistake."

A-Level Software Systems Development

This course teaches you how to design, build and test real software using C#. You'll develop strong skills in programming, databases and software design—ideal preparation for careers in software engineering, game development, cybersecurity and many other digital fields. With technology driving every industry, these skills are in high demand. If you enjoy coding and want to advance your abilities, this course is an excellent choice.



Skills Developed

Students will:

- Develop a strong interest in software development
- Learn systems approaches and modelling techniques
- Build industry-relevant programming skills
- Create a full software project from start to finish
- Apply key concepts through internal and external assessment

Career Opportunities

Computing careers are well-paid, highly satisfying and continue to grow. The field drives innovation and national competitiveness, with future opportunities expected to expand even further. This pathway prepares students for university study and has helped many secure earn-as-you-learn placements straight from school.

Content	Assessment	Weighting
AS 1: Introduction to Object oriented Development	External Written Exam- 2 hours	50% of AS 20% of A Level
AS 5: Event Driven Programming	Internal assessment	50% of AS 20% of A Level
A2 1: System Approaches and Database Concepts	External Written Exam - 2 hours	30% of A level
A2 5: Implementing Solutions	Internal assessment	30% of A level

Spanish

Why Study Spanish?

Spanish is the world's most widely spoken language, with over 426 million native speakers and growing global influence. Its importance in business, travel, public services, law, medicine and many other careers makes it a highly valuable skill. Learning a language also builds confidence, independence, communication skills, IT competence and strong analytical abilities.

What Is Expected of a Student?

Students should show enthusiasm for the language and culture, participate fully in class activities and use online and school resources to develop listening, speaking, reading and writing skills.

A Level Spanish - Course Outline

The AS/A2 course in Spanish builds on the knowledge, skills and understanding acquired at GCSE, and is aimed at developing these to a high degree of linguistic competence. Students develop knowledge and understanding of themes relating to the society and culture, past and present, of the country or community where the language is spoken.

GCE Spanish gives students the opportunity to explore two broad areas of interest. These are:

- social issues and trends; and either
- political culture or intellectual culture or artistic culture.

Students explore the areas of interest by studying four themes:

- Relationships (AS);
- Culture and Lifestyle (AS);
- Young People in Society (A2); and
- Our Place in a Changing World (A2).

Content	Assessment	Weighting
AS 1: Speaking	Internal assessment 11 mins	30% of AS level 12% of A level
AS 2: Listening [A], Reading [B] and Use of Language [C]	External Written Exam- 2 hours	40% of AS level 16% of A level
AS 3: Extended Writing	External Written Exam- 1 hour	30% of AS level 12% of A level
A2 1: Speaking	Internal Assessment -15 minutes	18% of A level
A2 2: Listening [A] and Reading [B]	External Written Exam- 2 ¾ hours	24% of A Level
A2 3: Extended Writing	External Written Exam- 1 hour	18% of A Level



Sport Studies

Why Study BTEC Sport Level 3?

This qualification develops practical skills, knowledge and understanding of sport, exercise and the wider active leisure industry. It offers a modern, hands-on approach linked to higher-level study and real workplace relevance. With sport and exercise science growing rapidly, the course provides a strong foundation in anatomy, physiology, psychology and biomechanics, all central to today's sporting environments. Its flexible structure allows students to choose units that match their interests and career goals.

Skills Developed

Students will:

- Build personal, practical and thinking skills in a sporting context
- Work independently and apply learning to real vocational scenarios
- Develop strong knowledge of the human body
- Understand environmental and health and safety issues

Lessons are taught by specialist PE staff who support students in applying knowledge effectively in assignments.

Modules May Include

- Anatomy and Physiology
- Fitness Training and Programming
- Professional Development in Sport
- Sports Leadership
- Fitness Testing
- Practical Sports Performance



Pearson BTEC Level 3

National Extended Certificate in Sport

Content	Assessment	Weighting
Unit 1: Anatomy and	External Written Exam- 1 ½ hours	33.3% of Extended Certificate
Unit 2: Fitness Training and Programming for Health, Sport and Well-being	External Written Exam- 2 ½ hours	33.3% of Extended Certificate
Unit 3: Professional Development in the Sports Industry	Internal assessment	16.6% of Extended Certificate
Unit 7: Practical Sports Performance	Internal assessment	16.6% of Extended Certificate

Pearson BTEC Level 3

National Diploma in Sport

Content	Assessment	Weighting
Unit 1: Anatomy and	External Written Exam- 1 ½ hours	16.6% of Diploma
Unit 2: Fitness Training and Programming for Health, Sport and	External Written Exam- 2 ½ hours	16.6% of Diploma
Unit 3: Professional Development in the Sports Industry	Internal assessment	8.3% of Diploma
Unit 4: Sports Leadership	Internal	8.3% of Diploma
Units 7: Practical Sports Performance	Internal	8.3% of Diploma
Unit 10: Sports Event Organisation	Internal assessment	8.3% of Diploma
Unit 18: Work Experience in Active Leisure	Internal	8.3% of Diploma
Unit 22: Investigating Business in the Sport and Active	External Written Exam- 3 hours	12.5% of Diploma
Unit 23: Skill Acquisition in Sport	Internal	12.5% of Diploma

Technology & Design

A Level Systems & Control (Technology & Design)

This course builds on KS3 and GCSE Technology & Design, developing advanced skills in materials, processes and mechanical/pneumatic control systems. At AS, students enhance their technical knowledge and redesign an existing product, producing a portfolio and 3D model. At A2, they study mechanical and pneumatic systems in depth and design and manufacture a product to meet an identified need, supported by a detailed portfolio.

What the Course Encourages

Students learn to:

- Tackle challenging design tasks using reflective practice
- Develop creativity and innovation
- Overcome constraints to produce high-quality outcomes
- Understand design influences past and present
- Apply knowledge from other subjects
- Use production processes confidently in technological activities

Skills Developed

The course strengthens skills in:

- Designing and making
- Materials theory and practical application
- Electro-mechanical systems (A2)
- Problem-solving, ICT, communication, teamwork and independent learning

Career Opportunities

This qualification provides an excellent foundation for university courses in Mechanical, Electrical, Electronic, Aeronautical and Civil Engineering. It also supports progression into Technology & Design teaching through B.Sc. or B.Ed. pathways.

Content	Assessment	Weighting
AS 1: Compulsory: Design and Materials Option: Systems and Control or Product Design	2 (1 hour) components Externally Assessed	50% of AS 20% of A level
AS 2: Coursework: Product Development	Internal assessment	50% of AS 20% of A Level
A2 1: Systems and Control or Product Design	External written examination 2 hours	30% of A level
A2 2: Coursework: Product-System Design and Manufacture	Internal assessment	30% of A level



Careers Advice and Subject Requirements for Degree Courses

Included is a list of the subject requirements for a range of Degree courses. The information is mostly based on entry to courses in N.Ireland and is compiled from the universities' most up to date Prospectus available at going to print.

As fees at N. Ireland universities are lower than for England, Scotland and Wales this creates increased demand for places here. Ulster University often offer the same course e.g. Accounting/ Law / ICT/Business at several of their campuses and asking grades at Derry or Coleraine campus may be lower - simply because there are fewer applicants.

Many degrees are now offered on a part-time basis and as there is no restriction on the number of places offered, the asking grades/ points are usually lower. Also, as students are assessed on their income rather than family income when calculating eligibility for paying fees, part-time degrees can be a much more affordable option. On completion of A-Levels/ BTEC qualifications, an excellent range of Foundation degrees are also offered at South West and North West Regional Colleges. These can offer students the opportunity to study a third level qualification nearer to home at a much more affordable cost. On completion students can complete a further year or two of study at QUB/ UU if they then wish to top these up to an Honours degree. A number of Honours Degree top up courses are now available at Regional Colleges.

For more detailed information on entry requirements for further/ higher education courses (including GCSE requirements) check out the *entry profile* on the relevant university/ college website. Students are also advised to register with the student portal at all universities they may be interested in as this will offer them very useful information on specific courses/ careers they may be interested in as well as advice from current undergraduate students.

Some degree courses will require students to study DA Science and GCSE Maths at Grade B; the vast majority require a minimum of Grade C in English and Maths. Very high demand courses, such as Medicine, Dentistry, Actuarial Science and Pharmacy, place a lot of emphasis on GCSE results and will have a GCSE performance threshold. A language at GCSE will be required for the more traditional universities in R.O.I. (eg. UCD, Trinity College Dublin and University of Galway.)

If you have a particular career path in mind and a particular subject(s) is listed as required in the table, you must ensure that you study that subject(s) at Post 16.

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Accounting	No specific A-Levels. Maths or Business Studies useful. Will receive reduced offer if studying Maths, Economics, Accounting or Physics (UU)	AAB + GCSE Maths B - QUB ABB - BBC depending on course and subjects taken at A-level- UU	www.accaglobal.com www.cimaglobal.com https://www.charteredaccountants.ie/
Architecture	Useful A-levels include Art, Maths and Physics. For a small number of degree courses Maths and/or Physics, plus Art are required	AAB - QUB BBC - UU	Applicants with a grade C in GCSE Art or no Art at GCSE/A-level may be invited for a portfolio interview - QUB Applicants will be required to submit a portfolio, except where the applicant has GCSE Art/Art & Design at Grade B or higher- UU
Biomedical Science	2 science subjects: Biology/ Chemistry plus one other	AAB-ABB + GCSE DA Science CC and Maths C - QUB BBB (including 2 science subjects) - UU	QUB Acceptable second Science subjects: Computer Science, ICT, Environmental Technology, Geography, Mathematics, Physics, Psychology, Technology & Design. Sport. UU - Two subjects from Biology, Chemistry, Maths, Physics. OR One from Chemistry, Physics, Maths, Biology plus one from Environment Technology, Geography, ICT or Life & Health Science
Business Studies	Business Studies useful	ABB + GCSE Maths B - QUB BBC - UU	N.B. Asking grades for UU will vary depending on campus and specific business course applied to.
Computing	Some courses may require Maths, Software Systems Development or Digital Technology A-Level or may offer a one grade drop if offering one of above.	AAA - BBB - QUB BBB - BBC - UU	N.B. Asking grades will vary depending on campus and specific computing courses applied to. QUB: Preferred subjects: Maths or Software Systems Development Relevant subjects: Chemistry, Digital Technology, ICT, Physics, Technology and Design UU: Grade drop if offering: Mathematics, Physics, Chemistry, Software Systems Development https://www.economy-ni.gov.uk/sites/default/files/publications/economy/COIU-bulletin-software.pdf

Construction Engineering and Management	One from - Physics, Maths, Chemistry, Biology, Engineering, Technology (including Environmental Technology, Digital Technology, Technology & Design), Life & Health Sciences, Geography or ICT.	BBC - BCC - UU	Visit the Construction Industry Training Board: https://www.citb.co.uk/ Construction Futures NI: https://www.constructionfuturesni.com/
Dentistry	Biology and Chemistry A-Level required Btec/OCR qualifications are not accepted for entry to QUB.	AAA + UCAT admission test - QUB GCSEs will be scored using points system on best 9 subjects - see QUB website for details	Visit British Dental Association: https://www.bda.org/ and the General Dental Council: www.gdc-uk.org Career advice on becoming a Dentist: https://www.youtube.com/watch?v=NZziPWp7Ffl
Engineering	Maths and another science subject Some courses may require GCSE Maths A and DA Science	AAA - BBB Grades and subject requirements vary depending on specific Engineering degree taken - QUB. ABB - BBC Grades and subject requirements vary depending on specific Engineering degree taken - UU	Royal Academy of Engineering: www.raeng.org.uk The Institution of Engineering and Technology: www.theiet.org Some courses may offer a one grade drop if offering a desirable subject - See university website for accurate grade requirements
Environmental Health	One from Mathematics, Physics, Chemistry, Biology, Geography, Life and Health Sciences (single or double award) Environmental Technology.	BBB to include grade B from one of the listed subjects - UU	Chartered Institute of Environmental Health: www.cieh.org
I.T./CIT/BIT	Mathematics, Software Systems Development, Digital Technology, ICT, Biology, Chemistry, Physics. See websites for subjects relevant to specific degree	AAB - BBB - QUB BBC - CCC - UU	www.bringitonni.info N.B. Some courses may offer a grade reduction if studying desired subjects - see university website for details
Law	Subjects that develop critical thinking and analytical skills such as English, History or Politics are useful	AAA - QUB AAB - BBB - UU	N.B. Asking grades for UU vary according to campus
Medicine	Chemistry and at least one from Biology, Maths or Physics. Btec/OCR qualifications are not accepted for entry to QUB.	A*AA - AAA + 4 th A at AS level plus UCAT admission test - QUB UCAT will be scored and used in conjunction with GCSE score to rank for interview.	Medical Schools Council - www.medschools.ac.uk British Medical Association - www.bma.org.uk The Medic Portal - https://www.themedicportal.com/
Nursing	A relevant science useful at A-Level. Science required at GCSE	BBC - BCC - QUB BBC + successful MSAT required - UU	NHS Careers: www.nhs.uk/careers The Royal College of Nursing: www.rcn.org.uk The Royal College of Midwives: www.rcm.org.uk
Occupational Therapy	A relevant science useful	BBB plus successful MSAT exam - UU	The College of Occupational Therapy - www.cot.co.uk UU MSAT exam
Optometry	Two science subjects from Biology, Chemistry, Mathematics, Physics	ABB - UU	College of Optometrists: www.college-optometrists.org A career on Optometry - https://www.college-optometrists.org/qualifying/a-career-in-optometry
Pharmacy	Chemistry and at least one other A-level from Biology, Mathematics or Physics. GCSE DA Science. Biology to at least AS-Level preferred.	AAB - QUB and UU	Royal Pharmaceutical Society: www.rpharms.com Pharmacy Futures NI - https://www.pharmacyfuturesni.com/
Physiotherapy	One of the following: Maths, Physics, Chemistry, Biology, Single Award Life & Health Sciences.	BBB plus successful MSAT exam	Chartered Society of Physiotherapy: www.csp.org.uk UU MSAT exam
Quantity Surveying	One from Mathematics, Physics, Chemistry, Biology, Engineering or Construction.	ABB if desired subject is offered. If not, all subjects considered at AAA - UU	Royal Institute of Chartered Surveyors: www.rics.org.uk

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Radiography	One from: Maths, Physics, Chemistry, Biology, CCEA Single Award Life & Health Sciences.	BBB plus successful MSAT exam GCSE DA Science - BB	Society of Radiographers: www.sor.org UU MSAT exam
Social Work	None specified	ABB - QUB BBB - UU Successful interview required	NI Social Care Council: www.niscc.info Skills for Care: www.skillsforcare.org.uk
Speech and Language Therapy	English, a modern language or a science would be useful	BBB plus successful MSAT exam	The Royal College of Speech and Language Therapists: www.rcslt.org UU MSAT exam
Sport and Exercise Sciences	One of the following: Biology, Chemistry, Mathematics, Physics, Sports Studies, Life and Health Science	AAB - BBB to include a grade A from one from the listed subjects - UU N.B. Asking grades for UU vary according to campus	Sport NI: www.sportni.net Careers in Sport: https://careers-in-sport.co.uk/ Sport Science Careers: https://www.bases.org.uk/spage-students-careers_centre.html
Teaching	One from: English, Biology, Chemistry, Physics, Geography, History, Irish, Spanish, ICT, Maths, Music, Religion or Sport At secondary level the subject taught must be studied at A-Level	AAA - AAB - St. Mary's Primary AAA-BBC - St. Mary's Post-Primary AAB - Stranmillis Primary BBB - BCC Stranmillis Post-Primary	Department of Education: www.education.gov.uk St. Mary's University College: www.stmarys-belfast.ac.uk Stranmillis University College: www.stran.ac.uk Please see websites for accurate grade requirements
Veterinary Science	Chemistry and Biology and either Physics or Maths at A-Level	A*AA - AAB - UK universities	Royal College of Veterinary Surgeons: www.rcvs.org.uk N.B. UCD typical points required for entry in 2024 was 589

(N.B. QUB = Queen's University Belfast; UU = Ulster University) Please see university websites for any updated entry requirements. QUB - A maximum of one BTEC/OCR Single Award or AQA Extended Certificate will be accepted as part of an applicant's portfolio of qualifications with a Distinction* being equated to a grade A at A-level and a Distinction being equated to a grade B at A-level.

UCAS Tariff Points

A level

Grade	UCAS Tariff Points
A*	56
A	48
B	40
C	32
D	24
E	16

AS Level (N.B. has only 40% tariff point weighting of A2.)

Grade	Points
A	20
B	16
C	12
D	10
E	6

BTEC Diploma (RQF) Grade

(Students will be awarded two grades as it is equivalent to two A Levels)

Grades	Points
D*D*	112
D*D	104
DD	96
DM	80
MM	64
MP	48
PP	32

BTEC National Extended Certificate (RQF)

(Equivalent to one A Level)

Grades	Points
D*	56
D	48
M	32
P	16

N.B. Where a subject is taken at AS Level but not carried onto full A Level then the student will receive half of the points; i.e. Grade B at AS = 16 points. A student who takes 3 A Levels and a fourth subject at AS and achieves grades ABC & B (B in AS) will have 136 UCAS tariff points. (120 from 3 subjects to full A Level and a further 16 from the fourth subject studied to AS Level.)



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www.cbsomagh.org

