

21 August 2014

WELCOME FROM THE HEADMASTER

Dear New Y13 Pupil

I should like, at the outset, to extend a warm welcome to everyone who will be starting Lurgan College next September as a new Y13 pupil.

Some of you may already have an earlier association with the school, having had parents, brothers, sisters or other relatives here in the past and, as a result, you may at least have some impression of what life in Lurgan College is like. There will be others, however, who are entirely new and who may have some questions. Please feel free to ask any member of staff for clarification regarding any matter.

Other concerns or worries may arise from time to time after you start in September. If this is the case, you should first seek help and advice from either your House Teacher or the Head of Year and, if they are not available, you should consult any teacher you feel that you can talk to easily. Your first point of contact each morning will be your House Teacher during registration. The Head of Year will also be available at that time, should you wish to speak to him. For your information and convenience, photographs of all these teachers are included in this Y13 Welcome Booklet.

It is very important that you become involved in the extra-curricular life of the school as early as possible in the new term and I would encourage you to join some of the clubs and societies on offer. I shall look forward to seeing many of you on the sports field or on stage in the months ahead. I am convinced that, if pupils are to benefit fully from their time at the College, they must cultivate the habit of positive involvement in school life outside the classroom.

The College motto, 'Meliora Sequor', means 'to follow better things'. I trust that during your time at this school your pursuit of 'better things' will assist you as you strive to achieve your full academic, social, personal, moral and spiritual potential.

I also trust that you will develop the same sense of pride in your new school that many of our former pupils have shared in the past and that your stay at the College will be a very happy and rewarding time in your life.

On Thursday 28 August we are holding a special Induction Morning for all new Y13 pupils to the school. Pupils are asked to meet in the Foyer at 9.15 am. Pupils will be involved in a range of induction activities which are designed to make them feel more at home in the College. Please note that there will be no bus or meals service available on that day. Pupils are required to attend in full school uniform and are reminded that it is expected that all pupils will adhere strictly to the rules in relation to both uniform and personal appearance as set out in this Welcome Booklet. Pupils will be available for collection from the front of the school at 11.00 am.

Best wishes

Yours sincerely

**T D ROBINSON
HEADMASTER**

PASTORAL CARE TEAM

YEAR 13 HEAD OF YEAR



Mr Hanna

YEAR 13 HOUSE TEACHERS



**You will report to one of these House Teachers
each morning for registration at 9.00 am**

Mrs McTernaghan

Mrs Jenks

Mr Faith

Mr Ross

Boulger

Cowan

Harper

Kirkpatrick

INFORMATION FOR NEW YEAR 13 PUPILS◆ **CURRICULUM**

- (a) All Year 13 pupils embark upon the study of 4 subjects to AS Level. At the end of Year 13 pupils who have achieved the required standard at AS will proceed to study at A2 level. This will usually involve 3 of the subjects already studied to AS level.
- (b) To retain their place in Lurgan College pupils must maintain an acceptable standard in work, conduct, dress, attendance and co-operation. In the AS examinations they must pass in all subjects (Grade E or above) which they wish to pursue at A2 level.
- (c) All pupils will take part in a suitable programme of physical education.
- (d) They will be expected to concern themselves with school affairs, to contribute to the lives of their Houses and the College and to become involved in extra-curricular activities.

◆ **TRANSPORT****BUS ROUTES****(a) Morning**

LEAVING TIME	ROUTE	DESTINATION
8.10 am Banbridge	Passing through Donacloney 8.25 - Waringstown 8.30	Bus leaves Lurgan town centre 8.45 for Lurgan College
8.20 am Lower Ballinderry	Passing through Aghalee 8.25 Aghagallon 8.30	Bus leaves Lurgan town centre 8.40 for Lurgan College
8.10 am Tandragee	Passing through Gilford 8.20 am, along Gilford Road to Lurgan	Bus leaves Lurgan town centre 8.40 for Lurgan College
8.25 am Dennison's Corner	Passing through Waringstown 8.30 along Banbridge Road	Bus leaves Lurgan town centre 8.50 for Lurgan College
8.35 am Bottom of Gilford Road	Passing through Mourneview	Bus leaves Lurgan town centre 8.50 for Lurgan College
8.25 am Lurgan Park gates on Avenue Road	Turns right into Monroe Avenue, through Avenue Road Estate, then turn right on to Banbridge Road, Queen Street	Bus leaves Lurgan town centre 8.35 for Lurgan College
8.00 am Maghaberry Crossroads	Passing through Moira 8.10, Maralin 8.15, Dollingstown 8.20, Lurgan 8.25	Change bus in Lurgan town centre for Lurgan College

(b) Afternoon (Front Gates of School)

3.40 pm 1 bus to Waringstown via Market Street	3.40 pm 1 bus to Mourneview	3.45 pm 1 bus to Market Street and Banbridge via Donacloney
3.50 pm 1 bus to Avenue Road Estate	3.42 pm 1 bus to Market Street	4.45 pm 1 bus to Avenue Road / Mourneview Estate via Market Street

(c) Afternoon (Ulster Bank, Lurgan town centre)

4.00 / 4.35 / 5.05 / 5.35 pm Buses to Belfast via Dollingstown, Maralin and Moira	4.05 pm Bus to Lower Ballinderry, Aghagallon, Aghalee and Edenturchar	4.10 pm Bus to Maghaberry via Moira
4.15 pm Bus to Bleary / Gilford / Tandragee		

◆ **SCHOOL MEALS**

Hot food is available daily in the Cash Cafeteria organised by the School Meals Service. The school operates a vending machine service where other healthy options can be purchased.

◆ **INDUCTION MORNING**

The Autumn term will begin on Thursday 28 August 2014 with an Induction Morning (9.15 am – 11.00 am) for new Year 13 pupils. Pupils should assemble in the foyer at 9.15 am.

◆ **START OF AUTUMN TERM**

The Autumn term for all pupils will begin on Monday 1 September 2014 with an Assembly at 9.10 am. Pupils should assemble in the Assembly Hall at 9.00 am.

◆ PREFECT SYSTEM

A Head Boy, Head Girl, School and House Prefects are appointed in September after suitable consultation with the staff and pupils. They are expected to assist with the maintenance of good behaviour and help with the general running of the school.

The Teacher Librarian appoints some Library Prefects to assist with organising the School Library while Careers Monitors do the same with Careers literature.

Prefects are chosen on their past record, having demonstrated previously a willingness to work for the benefit of the College and a readiness to take part in extra-curricular activities and to set an example to other pupils in such matters as attitude, manners, behaviour and appearance.

The criteria to choose prefects are as follows:-

1. Pupils who have made the necessary effort required to achieve the academic standards of which they are capable.
2. Pupils who have demonstrated an active interest in the extra-curricular activities of the school and have made a valued contribution to the sporting and cultural aspects of school life.
3. Pupils who have good relationships with others and have the leadership qualities necessary to influence their peers and younger pupils in a positive manner.
4. Pupils who would be good public representatives of the school in such matters as attitude, appearance, behaviour, manners, punctuality and attendance.
5. Pupils who are willing to carry out work for the benefit of the school, be it routine, repetitive or inconvenient.
6. Pupils who have made a significant contribution to House activities.

I hope that you will assist the prefects in every way possible to uphold the reputation and ethos of this School.

CODE OF CONDUCT**◆ INTRODUCTION**

Students are expected to be considerate, courteous, well mannered and orderly at all times. Behaviour which includes verbal or physical abuse of fellow students is totally unacceptable and will be dealt with in accordance to the School's Anti-Bullying Policy.

◆ PERSONAL APPEARANCE

- A high standard of dress and appearance is expected at all times. Uniform regulations must be strictly obeyed both in and out of school.
- Only simple jewellery is allowed (one plain ring, a watch, one pair of stud earrings for girls – worn in earlobes). No other piercings (e.g. nose, stud/ring, eyebrow, lip or tongue) are permitted. Jewellery or retainers are not allowed to remain in place or to be covered with plasters until a hole has healed. Bracelets are not permitted.
- Make-up should be kept natural. Nail polish is not allowed.
- Girls' hair accessories must be plain and simple. They must be in school colours – navy or red.
- Hair must be kept neat and tidy. Extreme hairstyles or colours are not acceptable. Boys are not allowed to have long hair and must be clean shaven.
- Blazers must be worn to and from School, to Assembly and to all classes, as well as throughout the day. Blazers may be removed in class.
- Shirts and blouses must be fully buttoned, tucked in and long sleeves must not be rolled up.
- Ties should be tied to an appropriate length.
- Skirts must completely cover the knee. They must not be rolled up or altered in width.
- Socks must be pulled up.
- Only authorised badges should be worn (i.e. school badges, Duke of Edinburgh and major youth organisations e.g. Girls' Brigade, Scouts).

If a temporary change from regulation uniform has to be made, a written explanation of the reason should be provided by parents or guardians to the House Teacher. Students who are not properly dressed and who refuse to comply with the dress code, including the regulations relating to the wearing of jewellery, will be subject to the Positive Behaviour Policy.

◆ PERSONAL PROPERTY

- Students should ensure that all belongings, for example, books, clothing, footwear are clearly marked with their name.
- School bags must not be left on top of lockers or in corridors – they may only be left in designated areas.

- Unnecessary valuable items such as CD players, personal stereos, MP3 players should not be brought into school.
- Valuable items needed for school activities should not be left unattended by the owner. Provision for such items can be arranged with the relevant teacher.
- Mobile phones may be used only during break and lunchtime. They must be switched off at all other times. The camera facility on mobile phones must not be used in school. If a mobile phone is used inappropriately a teacher may request that it is placed on his/her desk. The phone may be returned at the end of the class or made available for collection by parents at a mutually convenient time. Students are reminded that mobile phones must not be brought into examination rooms.

◆ SCHOOL PROPERTY

Students should treat the school and its surroundings with respect. Pupils should not:

- Damage or destroy school property or school notices (including graffiti);
- Drop litter;
- Chew gum on school property.

◆ ATTENDANCE

- All students are to report to House Teachers for registration at 9.00 am.
- Students are required to be punctual. Those arriving late must report immediately to the Office where they must sign the late book and bring a letter from a parent/guardian to confirm the reason for arriving late.
- A student who wishes to be absent from school for any reason must bring a letter from a parent/guardian in advance requesting the Headmaster's permission.
- Students may not leave the school grounds before 3.35 pm without the permission of the Headmaster, granted only on written request from parent / guardian.

If a student needs to leave school, but has forgotten to bring a note, he/she must report to the General Office and explain the situation. Contact will then be made with parents to confirm the details and transport arrangements.

◆ ABSENCE

- Parents are requested to telephone the school on the first morning of absence.
- The school will phone home on the 5th day of absence and work may be sent home, if requested.
- On return to school a note or absence pro forma must be brought stating the reason for absence.
- This note or absence pro forma should be handed in to the House Teacher on the first day of return to school at morning registration.

◆ GAMES AND P.E.

- Games and P.E. are compulsory for all students.
- A student who is unable to turn out for P.E. must, on the day concerned, bring a parent/guardian's letter stating the reason.
- Notes should be given to the P.E. teacher who normally supervises the class.
- Long-term non-participation will require a medical certificate which should be given to the Headmaster.

◆ TRANSPORT

- Students must obtain the Headmaster's permission to bring a car or motorcycle to school.
- A form obtained from the Office must be completed, requesting information on licence, insurance and parental permission.
- Cars and motorcycles must be parked in the College Walk car park.

◆ RESTRICTED AREAS

Students are not allowed in the following areas without permission:

- The front lawn;
- Changing rooms, unless changing for P.E. and Games;
- The Sixth Form Centre, except for Year 13 and Year 14 students;
- Prefects' Common Room, except for Prefects;
- The Assembly Hall at lunch time;
- Stage, unless directed;
- Staff room and marking room;
- All classrooms;
- The main entrance foyer (except for access to classroom 1).

◆ SMOKING, ALCOHOL, SOLVENTS AND ILLEGAL SUBSTANCES

Possession or use of cigarettes, alcohol, solvents or illegal substances is forbidden on school grounds, in school uniform or on school business.
(For further information, please refer to Drugs Policy).

◆ VISITORS

To help ensure a safe environment, the co-operation of students is requested in identifying suspicious activity and strangers in the school buildings and grounds. All visitors to the school should be wearing a badge issued by the Office. If a pupil notices a stranger who is not wearing a badge they should not approach them, but should report their presence as quickly as possible to a member of staff.

◆ ILLNESS

If a student is ill or has an accident at school, they must tell a member of staff who will refer them to the Office. Students must not leave school without permission, stay in the toilets or go to the Medical Room without first reporting to the Office. Students must not make their own arrangements for going home. If necessary, the Office will contact the student's family.

Any student who leaves school without permission will be placed in an after school detention.

SCHOOL UNIFORM

◆ GIRLS

Grey skirt with four inverted pleats, two at the front and two at the back. The skirt must completely cover the knee.

Plain white blouse (long or short sleeves)

House tie

Navy blazer with school badge and red braid

Plain dark navy V neck pullover

White knee socks or plain dark navy/black tights

Plain black leather low-heeled shoes (slip-on type or laced, permitted heel height 5 cm measured on the outside of the heel).

Narrow heels, buckles, coloured laces/stitching, labels and side lacing are not acceptable.

Optional Items

Coat/anorak/dufflecoat – plain dark navy, dark grey or black (untrimmed)

School scarf (no other type is permitted)

Plain dark navy fleece

Official College jacket (available from school)

FOR GAMES

Plain navy and red PE skort (**available to order on Open Evening**)

White sports shirt (Aertex-type fabric)

Red knee socks

White sports shoes - not boots

Optional

*Navy tracksuit trousers (available from school) } **All available to order on**

*College navy and red hooded sweat shirt (available from school) } **Open Evening**

*College navy and red smock top jacket(available from school) }

Hockey stick } Required if on school teams

Tennis racket }

SCHOOL UNIFORM

◆ BOYS

Navy blazer with school badge and red braid
Plain white shirt (long or short sleeves)
Dark plain socks
House tie
Plain black leather shoes (slip on type or black laced)
Buckles, coloured laces/stitching, labels and side lacing are not acceptable
Traditional style ankle length dark grey trousers
Plain dark navy V neck pullover

Optional Items

Plain navy anorak (untrimmed)
Plain navy raincoat
Dark navy or dark grey dufflecoat or overcoat (other colours and bomber jackets are not acceptable)
School Scarf (no other type is permitted)
Plain dark navy fleece
Official College jacket (available from school)

FOR GAMES

House rugby jersey (navy blue, red, green or yellow)
Navy shorts
School socks – navy with red tops
Rugby/football boots

FOR PE

Track shoes (any colour)
Navy blue College polo shirt
White shorts
White socks/school socks

School rugby jersey (available from school)

INFORMATION FOR PARENTS

A Year 13 Parents' Consultation Meeting (4.00 pm – 6.00 pm) will be held during the second term and parents will be able to discuss their child's academic progress with the subject teachers involved. Other concerns (e.g. pastoral) should be brought to the attention of the Head of Year.

Parents are also invited to Speech Day, plays, concerts, sporting events and services at Christmas and Easter. It is encouraging to pupils and teachers if parents show their interest by attending.

◆ SCHOOL FUND

Parents are asked to make a voluntary annual contribution of £60 per pupil (up to a maximum of £90 per family) towards school funds. The Board of Governors commends this scheme to all parents as a vital means of subsidising the enriching extra-curricular programme of activities on offer. The School Fund has been used over the years to off-set the ever-increasing expenses involved in providing beneficial curricular and extra-curricular programmes which have included subject-related field trips, Love for Life presentations, personal accident cover, house activities, school affiliation fees, hire of facilities, hire of school buses, fuel for the school minibus, sporting/representative honours, interview skills day, music festival entry fees and copyright permissions. Parents are assured that their contribution will be gratefully received and put to good use for the benefit of all our pupils.

◆ POSITIVE BEHAVIOUR POLICY

The Education Reform Order (NI) 1989 requires all schools to have a written policy on Behaviour. This policy incorporates a section on Anti-Bullying and is set within the General Policy Statement and the overall aims of the School. It also reflects the aims of the Pastoral Curriculum (See Pastoral Care Policy) and those of the whole School Curriculum Statement. Copies of the School's Positive Behaviour Policy/Drugs Education Policy or any of the current School Policy Statements are available to parents, on request, from the School Office. A copy of the College's Child Protection / Safeguarding Policy is given as an appendix at the end of this booklet.

◆ HOMEWORK POLICY / CONTROLLED ASSESSMENT TIMETABLE

We hope that all pupils will make the most of their chances and their abilities but it is unrealistic to expect or to hope for good results in external examinations without being prepared to work consistently hard. A pupil taking 10 or 11 G.C.S.E. subjects may find himself/herself undertaking projects, practical work, fieldwork or writing a large number of essays. Careful planning is, therefore, essential so that their work can always be completed to the best of their ability and on time. Pupils should set themselves a weekly routine of at least 15 hours of homework and/or private study, after school hours and they should acquire the habit of working on their own initiative.

At GCSE we recommend that pupils should not spend more than 3 hours study per subject each week.

At AS/A2 Level we recommend that pupils should not spend more than 5 hours study per subject each week.

This should allow pupils to cover all their subjects thoroughly each week.

If set homeworks do not occupy all the weekly allocation, pupils should use the time for project work, revision of notes already covered in class or for ongoing Controlled Assessment.

A number of GCSE and AS/A2 level subjects require Controlled Assessment to be completed during the school year. This Controlled Assessment may be in project form or the continuous assessment of a pupil's work either done in class or at home. This clearly puts a very high premium on quality homework. For this reason the College has drawn up a Controlled Assessment Timetable for Years 11, 12, 13 and 14 to inform pupils (and parents) when this work should be expected. Although these guidelines are flexible, they have been drawn up to help pupils plan their work so that it is done to the best of their ability and finished on time. Deadlines must be met and it is most important that pupils do not leave all their efforts until the last minute. Information on Controlled Assessment at GCSE level is also available on the College website.

INSERT CONTROLLED ASSESSMENT PLANNER - SEE PRIVATE 1

◆ EXAMINATION POLICY

The vast majority of AS and A2 courses followed by College pupils will be examined by the Northern Ireland Council for the Curriculum Examinations and Assessment (CCEA). What follows is a summary of the coursework and other specification requirements expected in the different AS subject areas. Further information can be obtained from the respective Heads of Departments or individual class teachers, if required. Parents will be consulted about any individual changes to this policy.



ART AND DESIGN

The AS builds on, the knowledge, understanding and skills developed within GCSE Art & Design. The Advanced GCE Specification incorporates the AS. The A2 section of the advanced GCE builds upon the foundations of knowledge, understanding and skills developed within the AS and provides the basis for further study of Art and Design and related subjects. The Specification provides opportunities for increased understanding of spiritual, moral, ethical, social and cultural aspects by permitting teachers and candidates to structure the specific coursework units to suit individual needs, whilst satisfying the assessment requirements of the specification. AS 1 requires students to complete a 'Coursework Portfolio' (60% of AS) and AS 2 requires the completion of an externally set examination (40% of AS). A2 1 requires students to complete a Personal Investigation (30% of A Level). A2 2 requires the students to complete an externally set examination (20% of A Level)



BIOLOGY

No one can predict the future, but this much is known: the 21st century is the time of the biologist, who will be in the forefront of the most challenging intellectual problems; such as understanding the most elemental building blocks of the mechanisms of life, classifying the incredible variety of organisms that inhabit our planet and deciding what lies ahead for the future of genetics.

Biology also lies at the heart of major social problems that face the human race in the coming decade, such as sensible management of the environment and the effective control of human populations. It is vital we understand the contributions that biological sciences have made and will continue to make for the future welfare of human beings.

The study of Biology at Advanced Level is an introduction to these concepts and it is relevant not only for those wishing to progress into the field of science, engineering and biomedical sciences; but also to the areas of commerce and public services in which problem solving and practical skills are valued. The specification also contributes towards an understanding of ethical and cultural issues, thus adding to a full and rounded education.

The specification followed is CCEA Advanced Level and the teaching of each module is shared by two specialist Biology Teachers in fully equipped laboratories. The Biology Department ensures a comprehensive delivery of the course along with the development of experimental and investigative skills and provides many opportunities to meet the key skills such as Numeracy, Literacy, ICT, problem solving and working with others. It will also encourage students to take responsibility for managing their own learning.

Course Units

AS Unit 1 – Molecules and Cells

AS Unit 2 – Organisms and Biodiversity

AS Unit 3 – Coursework – 2 pieces carried out between October and February

A2 Unit 4 – Physiology and Ecosystems

A2 Unit 5 – Biochemistry, Genetics and Evolutionary trends

A2 Unit 6 – Coursework – one investigation carried out in February/March



BUSINESS STUDIES

Business Studies is offered at GCSE, AS and A2 level in Lurgan College. Although GCSE Business Studies is offered in Lurgan College most pupils will continue to be direct entrants at AS level (ie pupils who have no GCSE in the subject). Progression to AS from GCSE Business Studies can only take place if a pupil has achieved a satisfactory grade. Likewise, progression to A2 can only take place if a pupil has achieved satisfactory grades at AS level.

AS 1: The Competitive Business

This module enables pupils to acquire a critical understanding of the central purpose of business activity and become familiar with the different forms of business organisations that exist. We also examine the markets and environment in which the business operates and ways in which businesses try to meet the wants and needs of customers. Finally, pupils will be taught the necessity for quality, investment and productivity in today's business and the factors which affect them.

AS 2: Managing Business Resources

This module enables pupils to understand the impact of various management and organisation structures for a business and its employees. We also learn about the role of accounting and financial information as an aid to decision-making and financial control.

A2 Business Studies

A2 1: Making Business Decisions

Pupils will be expected to recognise potential conflict between the objectives of different stakeholder groups and suggest and evaluate resolutions to such conflict. We also study the role of accounting and financial information as an aid to decision making and financial control. Topics include business objectives, decision tree analysis and investment appraisal.

A2 2: The Changing Business Environment

This unit examines the macroeconomic and international framework within which businesses operate. We examine how businesses are affected by, and respond to, their environment. Topics include globalisation, business ethics and corporate culture.

Unit	Assessment Format	Duration	Weighting and Marks	Available in Lurgan College
AS 1: The Competitive Business	<ul style="list-style-type: none"> External examination paper. 2 compulsory structured data responses (40 marks) 	1 hour 30 minutes	50% of AS 25% of A Level	January (Year 14 only) and Summer
AS 2: Managing Business Resources	<ul style="list-style-type: none"> External examination paper. 2 compulsory structured data responses (40 marks) 	1 hour 30 minutes	50% of AS 25% of A Level	January (Year 14 only) and Summer
A2 1: Making Business Decisions	<ul style="list-style-type: none"> External examination paper. 1 compulsory structured data response (80 marks) 	2 hours	50% of A2 25% of A Level	Summer
A2 2: The Changing Business Environment	<ul style="list-style-type: none"> External examination paper. Unseen case study with problem-solving/decision making focus. Candidates required to produce a business report (80 marks) 	2 hours	50% of A2 25% of A Level	Summer

**CHEMISTRY**

AS Chemistry builds on the knowledge, understanding and skills developed within GCSE Science. The specification adopts a modular structure and pupils are required to study 3 modules for the AS course. The knowledge base is contained within the first 2 modules consisting of general chemistry (Module 1) and organic, physical and inorganic chemistry (Module 2). Experimental skills continue to be developed and are assessed by means of a practical examination (Module 3) which accounts for 30% of the overall AS.

To obtain a full A level a further 3 modules are studied in Year 14. Module A2 1 and A2 2 contain further organic, physical, inorganic and analytical chemistry while Module A2 3 is a practical exam consisting of a planning exercise and practical exercises.

Assessment Unit Weighting

Module	AS 1	AS 2	AS 3	A2 1	A2 2	A2 3
	17.5%	17.5%	15%	20%	20%	10%

**COMPUTING - BTEC LEVEL 3 SUBSIDIARY DIPLOMA**

N.B. ALTHOUGH THE CONTENT OF THIS COURSE IS CONCERNED ALMOST ENTIRELY WITH COMPUTER PROGRAMMING, ITS OFFICIAL TITLE IS BTEC LEVEL 3 I.T.

The BTEC Level 3 Subsidiary Diploma is the **equivalent of one A Level** and carries the following **UCAS points**:

- **Distinction *** = **Grade A* at A Level / 140 UCAS points;**
- **Distinction** = **Grade A at A Level /120 UCAS points;**
- **Merit** = **Grade C at A Level / 80 UCAS points;**
- **Pass** = **Grade E at A Level / 40 UCAS points.**
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The course is **accepted by both the University of Ulster and The Queen's University of Belfast**. Information provided to us by other schools which already offer this qualification would suggest that pupils who are willing to work consistently can achieve considerable success in the course and progress to a wide range of higher education courses.

The Computing Course would be delivered over two years on **Tuesday and Thursday afternoons, from 4.00 pm to 6.15pm at the Portadown Campus of the Southern Regional College** and would involve the following modules:

- **Computer Systems;**
- **Communication & Employability;**
- **Event Driven Programming;**
- **Procedural Programming;**
- **Object Oriented Programming;**
- **Networking**

All assessment for the modules is carried out internally by SRC lecturers and there are no external examinations.

Finally, although we would like students to take this on as a two year course, **if anyone decided at the end of the first year that it really wasn't for them, then it is possible to cash in the marks you obtain for the first three modules in order to obtain a BTEC Level 3 Certificate in IT**. This carries the equivalent UCAS points to an AS level.



CRITICAL THINKING

We live in a world that bombards us not only with information, but also with opinion. Tabloid newspapers scream their headlines at us, clamouring for our attention as the talk radio show gives voice to yet another rant, while the latest opinion poll is flashed up on screen on Sky News.....

In the midst of all these perspectives being thrown at us, how can we sift past the opinions expressed? How can we objectively analyse the information and arrive at our own considered opinions?

The AS Critical Thinking course is designed to help you do just this. Critical Thinking is *the study of reasoned argument*. Students learn how to analyse and develop arguments and consider the factors that compromise arguments. You will examine a range of issues from a range of contexts – the sciences, arts and humanities, the social sciences – and be introduced to an analytical framework that will enable you to reflect more constructively on your own and others' reasoning. The course encourages curiosity, inventiveness and imagination.

Who should study AS Critical Thinking?

The kind of student who will benefit from this course is the pupil who takes an interest in general events in the world in which we live and who enjoys healthy debate and interaction with others. You will be happy about airing your views in front of your peers and adults, yet respectful of those with whom you disagree. You will be good at self-motivation and organisation, and will have a high level of ability to manage your own time and work.

What will you gain from studying AS Critical Thinking?

The study of this course will enable you to develop your fair-mindedness, independence of thought, a healthy degree of scepticism, confidence in reasoning and intellectual courage. The skills you pick up here will either reinforce the critically analytical skills you are using in your other subjects, or will sit alongside your other subjects and broaden your skills base. As a result, you will build your confidence to prepare you well for the more intellectually challenging Higher Education courses as well as for life and future employment. If you would like to know how universities view AS Critical Thinking in terms of university admissions, please speak to Mr Hamill.

How is Critical Thinking Taught?

AS Critical Thinking is taught as part of the Enrichment Programme for Y13 who would study it as a fifth AS. It is taught using a *blended approach* i.e. a mixture of tutorials with Mr Hamill, a student to student study small groups and interacting with an online discussion forum. You will have assignments to do each week outside of class time which will form the basis for class discussion.

If you are interested in this subject and would like to discuss it further, please feel free to speak to Mr Hamill during your Induction Day or early in the term.

Feel free to check out our Critical Thinking website at www.lurgancollege.co.uk/criticalthinking.

**ENGINEERING - BTEC LEVEL 3 SUBSIDIARY DIPLOMA**

The BTEC Level 3 Subsidiary Diploma is the **equivalent of one A Level** and carries the following UCAS points:

- **Distinction *** = **Grade A* at A Level / 140 UCAS points;**
- **Distinction** = **Grade A at A Level /120 UCAS points;**
- **Merit** = **Grade C at A Level / 80 UCAS points;**
- **Pass** = **Grade E at A Level / 40 UCAS points.**

The course is **accepted by both the University of Ulster and The Queen's University of Belfast** (Applicants to Engineering courses at Queen's must also offer A Level Mathematics and Physics). It is accepted for a wide range of degrees, not just Engineering. Information provided to us by other schools which already offer this qualification would suggest that pupils who are willing to work consistently can achieve considerable success in the course and progress to a wide range of higher education courses.

The Engineering Course would be delivered over two years on **Tuesday and Thursday afternoons, from 4.00 pm to 6.15pm at the Portadown Campus of the Southern Regional College** and would involve the following modules:

- **Health and Safety in the Engineering Workplace;**
- **Electrical and Electronic Principles;**
- **Principles and Applications of Electronic Devices and Circuits;**
- **Computer Aided Design;**
- **Microprocessor Systems and Applications;**
- **Using Programmable Logic Controllers.**

All assessment for the modules is carried out internally by SRC lecturers and there are no external examinations.

Please note that if pupils who decide to drop Engineering at the end of Year 13, they will receive no qualification.

**ENGLISH LITERATURE**

If you have decided to take English Literature at this level, you will find it very interesting, but also very hard work! Year 13 pupils will be divided into two teaching groups. In order to be successful at this subject, you need to be a genuine lover of reading. The new specification will involve a close study of three plays – one by Shakespeare and two by a modern dramatist.

In addition to this, you will study a novel written between 1800 and 1945, and also selected poems by two poets, written after 1800.

The play by Shakespeare which has been selected is one of his later plays – *The Tempest*.

The two modern dramas, by Arthur Miller, an American playwright, are *Death of a Salesman* and *All My Sons*. Assessment of drama will be undertaken through coursework: two pieces are required, each 1,500 words in length. Because of the very limited time frame for the teaching of these texts, it is planned that both coursework pieces will be completed by December.

The selected novel is *The Great Gatsby* by Scott Fitzgerald as Fitzgerald, is, like the selected dramatist, American. This text is assessed under examination conditions and it forms the second section of a two hour examination

The first section of the examination will focus on the study of two poets: E. Thomas and Robert Frost.

In addition to a love of reading, an important feature of the study of this subject is a willingness to work independently. Because of the increased emphasis on coursework, pupils will be expected to manage their time effectively, handing in first drafts and completed coursework by the agreed deadlines.

GEOGRAPHY

AS Geography

What we're about

Geography is all around us: from the Haitian earthquake, to the Icelandic volcano; from the challenge to 'Make Poverty History', to the threat of global warming; from immigration into Northern Ireland, to the risk of a global swine flu pandemic. The AS Geography course gives you opportunities to increase your **knowledge and understanding** of many key aspects of life in this ever-changing, exciting and challenging 21st Century world. It helps you to learn about and develop opinions on local issues as well as issues of global concern, equipping you to be better informed citizens of the world in which you live.



Skills for life and work

In addition to learning about the world, you will be given an opportunity to use and develop a wide range of useful **skills for life**. These include:

- ⊙ **Communication** – you will get opportunities to develop your skills of writing in prose; you'll get to investigate written resources and you'll have the chance to talk and listen to others in a variety of settings including group work and role play. You'll be able to work on your negotiating skills as you argue for your opinion on the issues we discuss during the course.
- ⊙ **Using number**– we get bombarded every day with facts and figures thrown at us from every direction, as people try to persuade and convince us through their statistics. In the Geography class, you will be able improve skills at critically assessing data, spotting trends and patterns in tables, graphs and maps.
- ⊙ **Other skills** are incorporated too – given the up to date nature of Geography, you will be dealing with many contemporary issues, where you'll get a chance to solve problems and make decisions, all in the context of working with others - vital skills for life both in and beyond school.

These wide and varied skills not only make the study of Geography interesting, but they will stand you in very good stead as they move on in both their education and the rest of their life.

Going places



Y13 Geography pupils enjoying their fieldtrip to Portstewart Strand

Geography is about the real world, and so **fieldwork** plays an important role at A level. It provides the pupils with a valuable and enjoyable opportunity to explore parts of our country and apply the theory learnt in the classroom to the real world around them. At **AS**, we get to spend the day at the beach, where we investigate plant succession on **Portstewart Strand**. At **A2**, our fieldtrip takes us to the **Titanic Quarter of Belfast**, where we get to take a tour round the place where the Titanic was designed and built, as well as visiting some of the Peace Walls as part of our study of Ethnic Diversity.

A Level Geography is an exciting, varied, enjoyable and relevant course, which prepares pupils well both for future studies post GCSE, and for life beyond school and university. Lurgan College Geography – it's where it's at!



GOVERNMENT AND POLITICS

Government and Politics is one of only a few subjects offered exclusively to sixth form students at Lurgan College. The subject offers an exciting opportunity for pupils who wish to question the world in which we live and seek to understand just how power is really exercised by those in authority. The Politics course involves four units, two at AS and two at A2. There is no coursework, simply one exam for each unit.

Unit 1 – The Government and Politics of Northern Ireland

In this unit we look at the operation of the devolved Assembly and Executive based in Stormont. We also examine the five main political parties in Northern Ireland in order to understand who they are and what they want!

Unit 2 – The British Political Process

In this unit we stride the corridors of power within Westminster to see how the laws of Britain are made. We also peek behind the door of No. 10 to find out who really calls the shots. We also learn about the UK's court system and question the ability of Judges to protect us from tyranny. This unit also examines the differences behind the UK's main political parties as well as the increasing influence of the European Union.

A2

Those pupils who successfully reach A2 level have the opportunity to investigate the colourful world of American politics and get to grips with the so-called "conspiracy theories" relating to Political Power.

Government and Politics is a subject which can contribute to every university course. Universities often recognise that Politics students have good essay-writing skills. The subject is most directly related to degrees in Humanities such as Law, Politics, History, Sociology, etc.

For more information visit <http://www.lurgancollege.co.uk/politics> or contact @LCPolitics on twitter.



HEALTH & SOCIAL CARE

Health and Social Care joins the list of subjects offered exclusively to sixth form students. This subject is valuable preparation for those interested in careers in the health sector, health education and promotion, counselling, social and community work, early years, child development and nursing among others. Students will undertake a three unit course leading to the AS Single Award in Year 13

and can continue on to complete a further three units in Year 14 leading to the full Advanced GCE Award.

AS Health and Social Care

Unit 1 : Promoting Positive Care

This unit gives students the opportunity to examine how legislation impacts on the rights and responsibilities of clients and carers. It focuses on how practices within one health, social care or early years setting promote the positive care of clients and how staff in the chosen setting apply the principles of the Care Value Base. Students will learn about : attitudes and prejudices, rights and responsibilities of service users and providers, the Care Value Base, facilitating access to services, safe working practices. Assessment involves a written report on chosen setting.

Unit 2 : Communication in Care Settings

This unit gives students the opportunity to learn and practise communication skills. They observe communication skills in a care setting and carry out two interactions.

Students will learn about : communication in health, social care and early years settings, types of communication, factors affecting the effectiveness of communication, barriers to communication, communication difficulties and strategies for overcoming these, evaluating communication skills, the importance of communication when working in teams. Assessment involves a written report based on observations in a care setting.

Unit 3 : Health and Well Being

This unit gives the students the opportunity to learn about health and well being and the factors which affect it. Students will learn about : concepts related to health and well being, factors affecting health and well being, health promotion and the approaches used, organisations which contribute to the promotion of health and well being, the importance of recognising and challenging negative attitudes and prejudices. Unit Three will be assessed by a two hour external examination set and marked by CCEA.

All units are equally weighted, Unit 1 and 2 are assessed internally and moderated by CCEA.

A2 Level

Students will study **Unit 9 Providing Services** which is a compulsory unit and two others selected by the School. Assessment of Unit 9 is based on a 2 hour examination based on pre-release material which is made available 8 weeks prior to the exam. The two other units are:- A2 Unit 12 Understanding Human Behaviour and A2 Unit 11 Supporting the Family.

A2 Unit 9 Providing Services

This unit provides an overview of service provision in health, social care and early years.

Students will learn about:

- the effects of legislation and policy on service provision;
- meeting individual needs and identifying barriers to accessing services;
- the differing roles and responsibilities of practitioners;
- working effectively within teams;
- individual and organisational responsibilities for assuring quality in service provision.

The examination will be based on pre-release material which will be provided 8 weeks prior to the examination date and will focus on **one** client group. Legislation for this client group will be specified in the pre-release material.

The Unit will be assessed externally by a 2 hour written examination.

A2 Unit 11- Supporting the Family

This unit gives students the opportunity to investigate the functions of the family and to explore how

family structures have changed.

They will research the wide range of services available to families and the support that they offer. They will produce a case study which describes their findings. This unit will also give them the opportunity to investigate and produce a report on recent government initiatives which have been set up to support families with special issues.

To complete this unit successfully they will need to carry out extensive research using a wide range of sources and their findings should be supported by statistics.

This unit is assessed internally and moderated by CCEA.

A2 Unit 12 - Understanding Human Behaviour

This unit will enable students to develop an understanding of the behaviour of a variety of clients. The main focus is on psychological explanations of human behaviour, but they will also consider the influence of socio-economic factors.

They will examine the main psychological perspectives, or ways of viewing human behaviour, with a view to exploring how they contribute to care workers' understanding of their clients and to the strategies they employ in helping particular groups of clients. They will also consider a range of socio-economic factors that can contribute to clients' behaviours. They should recognise the need for carers to understand and where possible address these factors when working with clients.

This unit is assessed externally with a 2-hour paper.



HISTORY

AS History

At AS Level, we go on a fascinating journey through the world of some of the great European dictators of the twentieth century. Our modules are as follows:

Module 1 (Unit AS/1): Germany 1918-1945

Module 2 (Unit AS/2): Russia 1903-1941

In Module 2 we look at the last years of Tsarist Russia, how it worked and what helped bring its collapse. After that, we do Russia (and later the USSR) under the control of Lenin and Stalin, two of the great dictators of the world in the early twentieth century. We look (among other things) at such momentous events as the 1917 revolutions, the Russian Civil War, the leadership struggle after Lenin, and Stalin's Great Terror.

In Module 1 (with which we finish) we explore the period of Germany's first true democracy, the Weimar Republic. We look at how it worked and what its strengths and problems were. One of its biggest problems was the rise of extreme groups like the Nazis. We investigate this rise, as well as the Nazis' time in power – going right up to Hitler's death in 1945. There's an intriguing study of Hitler's methods of control and the success of his policies.

A2 History

At A2, we do 2 modules which take us into the ground-breaking events of modern Soviet and Irish history. Here they are:

Module 3 (Unit A2/1): The Clash of Ideologies in Europe 1900-2000

Module 4 (Unit A2/2): The Partition of Ireland 1900-1925

Module 3 takes us into the world-moulding journey of Soviet Foreign Policy in the twentieth century – what influenced Russian/Soviet Foreign Policy, its aims, the main features and its success. We look at the foreign policy careers of Lenin, Stalin, Khrushchev, Brezhnev and Gorbachev. This module also looks at the enemies of communism (Fascist and Democratic) and their opposition to communism.

Finally, Module 4 gives the opportunity to explore modern Irish history. We investigate the 3rd Home Rule Crisis, Ireland in World War One and the circumstances surrounding the formation of Northern Ireland and the Irish Free State. This module allows pupils to discover issues which continue to define their life experiences in modern day Northern Ireland.

For further details on what we do at AS and A2 level, please look up the College website at www.lurgancollege.co.uk. Go to the History link. Alternatively, key in www.lurgancollege.co.uk/history



HOME ECONOMICS

Home Economics students can take the AS course as a final qualification or as the first half of the A level qualification. If students wish to obtain a full A level qualification, they must also complete the second half of the course, referred to as A2.

The central focus of Home Economics education is the health and well being of consumers in their everyday living.

The AS course is divided into two units: AS 1 and AS 2. Students following the A level course must study two further units A2 1 and A2 2.

Unit AS 1: Nutrition for Optimal Health

This unit requires the study of macro and micro-nutrients and other dietary constituents. Nutritional requirements and current dietary recommendations across the life span are also studied.

Unit AS 2 : Priority Health Issues

This unit requires the study of current research in relation to diet and health, mental health and sexual health. Targets, strategies, initiatives and campaigns for optimising health are also studied.

Unit A2 1: Consumer Issues

This unit requires the study of consumer issues prevalent in today's society. It involves consideration of factors which affect the ability of consumers to make informed decisions and manage available resources.

Unit A2 2: Research Based Assignment

This focuses on one area of interest from any of the AS or A2 topics. The pupil carries out both primary and secondary research into their subject of choice.

This unit requires the submission of a report on a research based activity which should not exceed 4,000 words. The chosen research area should come from AS 1, AS 2 or A2 1. The assignment should provide opportunities for students to demonstrate appropriate knowledge, understanding and skills demanded by the research process.



ICT

ICT is available at AS and A2 in Lurgan College. It is advisable that a pupil has achieved at least a grade B in his / her GCSE ICT. Currently AS ICT is available for direct entry to students who have demonstrated an interest in the subject. Progression to A2 can only take place if a pupil has achieved an appropriate grade at AS level.

AS Level

AS 1: Components of ICT

This unit enables pupils to learn about components of ICT. Topics include hardware and software components, network communication, applications of ICT and the stages involved in developing an ICT system.

AS 2: Developing ICT Solutions

In this unit, pupils produce an ICT solution to task-related problems. This involves using advanced features of generic application software packages. Assessment is made up of two tasks (see below) and, given that they total fifty percent of the overall AS mark, represent a significant volume of work.

Please note coursework will have to be completed outside school hours. It is essential that Microsoft Access and a web authoring package are available on a computer at home.

A2 Level

A2 1: Information Systems

Pupils acquire knowledge and understanding of Information Systems in this unit. It builds on the content in AS 1; topics include database systems, networked systems, software development and the implications of information systems.

A2 2: Approaches to System Development

As in AS 2, the coursework element of A2 is a substantial piece of work. The project will require candidates to identify and research a realistic problem for which there must be a real end user. The problem will be a substantial one and should support the integration of the various skills and concepts developed during this course.

Assessment Information

Assessment at AS			
AS 1: Components of ICT	2 hour external examination paper 60% of AS 30% of A Level	Compulsory short answer and structured questions.	Summer (repeat in January of Year 14)
AS 2: Developing ICT Solutions	Internal Assessment of 2 compulsory tasks 40% of AS 20% of A Level	1. Data Processing Task (60 marks) 2. Multimedia Task (60 marks)	Summer only
Assessment at A2			
A2 1: Information Systems	2 hour external examination paper 60% of A2 30% of A Level	Compulsory short answer and structured questions – some scenario based	Summer only
A2 2: Approaches to Systems Development	Internal Assessment of a project 40% of A2 20% of A Level	Project (80 marks)	Summer only

**AS LAW (IN CONJUNCTION WITH THE SRC)****COURSE DELIVERY**

- The AS course will be delivered using an innovative **blended delivery** approach involving both traditional and virtual learning.
- **Three hours of traditional teaching** will be held in **Lurgan College** on **Tuesdays (3.35 -4.35pm)** and **Wednesdays (2.30 -4.30pm)**
- The **one hour of virtual learning** will be on **Thursday evening between 7.00 and 8.00 pm** using the **SRC's Moodle platform**. There will be access to the course tutor during this time.

EXAMINATIONS

- **UNIT 1 – Law Making and the Legal System,**
- 1 hour 30 minutes exam.
- Candidates answer 3 questions
- 50% of AS, 25% of A-Level.

- **UNIT 2 –The Concept of Liability,**
- 1 hour 30 minutes exam.
- Candidates answer 2 questions
- 50% of AS, 25% of A-Level.

AIMS

A-Level Law encourages candidates to:

- Develop an understanding of legal method and reasoning;
- Develop the techniques of logical thinking and the skills necessary to analyse and solve problems by applying legal rules;
- Develop the ability to communicate legal arguments and conclusions with reference to appropriate legal authority;
- Develop a critical awareness of the changing nature of law in society.

MODULE 1**A. LAW MAKING**

- Domestic Legislation Process and Institutions - how English legislation is made.
- Delegated Legislation – other legislation not made by Parliament.
- Influences Upon Parliament – institutions that influence laws being made and amended.
- Statutory Interpretation – how legislation is interpreted and rules regarding interpretation.
- The Doctrine of Judicial Precedent – judge made law, made in the courts when there is no legislation in operation.

B. THE LEGAL SYSTEM

- The Court Structure – distinction between civil and criminal courts.
- Alternatives to courts – other ways of resolving disputes other than going to court.
- The Legal Profession – the work of solicitors, barristers and legal executives.
- Finance of Advice and Representation – legal aid, financial assistance for legal advice.
- Judges – different categories of judges, their work and their powers.
- Lay People – non-legal specialists involved in the law.

MODULE 2**SECTION A INTRODUCTION TO CRIMINAL LAW**

- Non-fatal Offences Against the Person – assault, battery, actual bodily harm and grievous bodily harm.
- Criminal Courts & Sentencing – Fines, Curfew Orders, Community Service, Custodial Sentences etc.

SECTION B – INTRODUCTION TO CIVIL LAW – THE LAW OF TORT

- Focus on the Law of Negligence – which basically means carelessness.
- Emphasis on when one party is careless towards another party.
- The case goes to court for the injured party to obtain financial remuneration in the form of compensation.

**MATHEMATICS**

AS Mathematics Year 13 consists of 3 modules.

C1 and C2 which are both Pure Mathematics and M1 which is Applied Mathematics (Mechanics). All are examined at the end of Year 13.

A2 Mathematics Year 14 consists of 3 modules.

C3 (Pure), C4 (Pure) and S1 (Statistics) will be all examined in June.

There is no **coursework** in either year. It is not necessary to have studied Additional Mathematics but it does help to have done so.

**MODERN LANGUAGES**

The Modern Languages Department offers French, German and Spanish at AS and A2 levels, examined by CCEA Examinations Board. The course consists of four units (two taken each year) with AS as a stand-alone course or as a foundation for the A2 year. The units are divided over the two years as follows:-

<u>AS</u>		<u>A2</u>	
Unit			
AS 1	Speaking – Presentation Conversation	A2 1	Speaking – Discussion Conversation
AS 2	Listening Reading Writing (based on a stimulus text)	A2 2	Listening Reading Writing (based on a literary text)

All four skills will be taught through five Contexts for Learning

AS Contexts:

- 1 Relationships
- 2 Health & Lifestyle
- 3 Young people and Society

A2 Contexts

- 4 Local and Global Citizenship
- 5 Environmental Awareness

At A2 level one literary text will be chosen from three set by CCEA.

Assessment for AS 1 and A2 1 (speaking component) will be carried by external visiting examiners.

AS candidates will be asked to submit a title and prepare a presentation for the speaking test in advance of the exam. A2 candidates will be required to choose a topic for discussion from the list of societal themes specified by CCEA. An outline of the issues to be discussed with the external examiners will be submitted to CCEA in advance.



MUSIC

The fundamental nature of music rests in its ability to evoke a personal response through active involvement as composer, performer or audience member. The raw materials of sound are expressively honed and fashioned in myriad ways to reflect a wide range of cultures and traditions across time and place. These two factors form the most significant aspects of the study of music within the AS and A2 exams.

AS 1 – Core solo or ensemble performance and composition OR
Core solo or ensemble performance and multi-tracking OR
Core solo or ensemble performance and sequenced arrangement OR
Core composition and solo or ensemble performance

Performances also include a viva voce and a commentary in the composition module.

AS 2 – Test of aural perception and written exam on “Music for Orchestra, 1700-1900” and “Music for solo piano, 1825 to 1890”.

A2 1 - Core solo or ensemble performance and composition OR
Core solo or ensemble performance and multi-tracking OR
Core solo or ensemble performance and sequenced arrangement OR
Core composition and solo or ensemble performance

Performances also include a viva voce and a commentary in the composition module.

A2 2 – Test of aural perception and written exam on “Music for Orchestra in the Twentieth Century” and “English Secular Vocal Music, 1580-1600”.

The Music Department is rich in nourishing opportunities for young musicians, and whether they are pianists, singers, instrumentalists or composers, the AS and A2 Music courses at Lurgan College offers a wonderfully diverse and colourful experience, whilst providing a solid grounding for pupils to pursue their musical studies at university. With our new state of the art MacSuite resourced with Garageband, LogicPro and Sibelius 7, pupils are further enhancing and honing their compositional skills.



PHYSICAL EDUCATION

AS AND A2 PHYSICAL EDUCATION

CCEA Sports Science and the Active Leisure Industry

The AS and A2 in physical education seek to :

- ❖ Develop and sustain an interest in sports science and the active leisure industry specific to sport and recreation and health and fitness.

- ❖ Acquire knowledge and understanding of sports science and the active leisure industry through practical and theoretical contexts.
- ❖ Undertake practical activities which allow them to apply their knowledge, understanding and skills when exploring issues associated with the subject.
- ❖ Develop skills that enable them to make an effective contribution to sports science and the active leisure industry, including research, evaluation and problem-solving skills in a work-related context.
- ❖ Develop knowledge about the importance of technology to sport and physical activity in the leisure industry.
- ❖ Develop advanced study skills to prepare for third level education and/ or employment in the active leisure industry; and
- ❖ Demonstrate their understanding and application of key concepts through internal and external assessments.

There are two units of study at AS level and two at A2 level.

AS Level:

Unit 1 Fitness and Training for Sport

Internal assessment

Portfolio of written evidence of training methods, fitness assessment and planning, leading and evaluating exercise sessions and risk assessment.

**60% of AS Level
30% of A-Level**

Unit 2 The Active Leisure Industry

External written examination 2 hours

Includes short and extended questions and stimulus response questions based on health, fitness and lifestyle.

**40% of AS Level
20% of A Level**

A2 Level:

Unit 1 Event Management in the Active Leisure Industry

Internal assessment

Portfolio of written evidence of planning for an active leisure event and evaluation of outcome.

30% of A-Level

Unit 2 The Application of Science to Sports Performance

External written examination 2 hours

Includes short and extended questions and stimulus response questions based on anatomy and physiology, skill acquisition, principles of learning and performance.

Synoptic paper.

40% of AS Level

Pupils taking this course must be committed to playing a major school sport.



PHYSICS

Physics is all around us. It is in the electric light you turn on in the morning, the bus that brings you to school, your watch, mobile phone, ipod, radio and tv. It explains how the stars shine every night and the sun every day.

Physics is the science of matter, energy, space and time. It describes the many forms of energy and the way energy can change from one form to another. It also describes the way objects can move through time and space.

There are many fields of physics, for example: mechanics, electricity, heat, sound, light, matter, atomic physics, nuclear physics and elementary particle physics! It is also important for medicine, computing, sport, tv... the list goes on and on.

A physicist is not some person in a long white coat, working on some weird experiment. They work for research labs, universities, private companies and government agencies. They teach, do research and develop new technologies. Physicists are good at solving problems. How does a mirror reflect light? What holds an atom together? How fast does a rocket have to go to escape from earth?

Pupils will be entered for GCE AS and A2 Physics offered by CCEA.

AS Physics is taught in Year 13 and is assessed by two written theory papers (37% of AS or 18.5% of A2) and a practical exam at the end of the year (26% of AS or 13% of A2)

The topics covered include:

- Forces
- Energy
- Electricity
- Waves
- Photons
- Medical physics

A2 Physics is taught in Year 14 and is assessed by two written theory papers (18.5% of A2) and a practical exam at the end of the year (13% of A2).

The topics covered include:

- Momentum
- Thermal physics
- Circular motion
- Oscillations
- Atomic and nuclear physics
- Fields and their applications



PSYCHOLOGY – (AQA Syllabus A)

WHAT WILL YOU STUDY AT AS Level?

AS Module 1 Cognitive Psychology, Developmental Psychology and Research Methods (Assessed by examination)

- **Memory**
 - Theories / Models of Memory
 - Memory in everyday life (e.g. eyewitness testimony and memory improvement)
- **Attachment**
 - Explanations of attachment in infants
 - Attachment in everyday life (e.g. the impact of different forms of day care, including nurseries, on children's social development), the effects of privation and institutionalisation in orphanages and children's homes)
- **Research Methods**
 - Methods and techniques e.g. lab experiments, interviews and observation
 - Data analysis and interpretation e.g. graphs and statistics (e.g. correlation)

AS Module 2 Biological Psychology, Social Psychology and Individual Differences (Assessed by examination)

- **Stress**
 - Stress as a bodily response and stress related illness and related illness.
 - Treatments, including drugs (e.g. benzodiazepines) and various therapies.
- **Social Psychology / Social Influence**
 - Social Influence e.g. why people conform, explanations of independent behaviour including how people resist the pressure to conform and to obey authority
- **Individual Differences**
 - Causes of psychological abnormality, such as mental health problems (e.g. schizophrenia, OCD, Bi-polar disorder) and how they are treated (surgery, drugs, ECT, psychoanalysis)

WHAT WILL YOU STUDY AT A2 LEVEL ?

Module 3 Topics in Psychology (Assessed by examination)

You will study **three topics** from the following list;

- **Biological rhythms and sleep;**
- **Relationships;**
- **Eating disorders;**
- **Intelligence and learning;**
- **Perception;**
- **Aggression**
- **Gender**
- **Cognition and development**

**Module 4 Psychopathology, Psychology in Action and Research Methods
(Assessed by examination)**

- **Psychopathology** includes the study of **ONE topic** from schizophrenia, depression and anxiety disorders.

- **Psychology in Action** includes **ONE topic** from media psychology, the psychology of addictive behaviour and anomalous behaviour (scientific fraud, psychic healing and out-of-body and near death experience).
- **Psychological Research and Scientific Method** which includes designing psychological investigations, data analysis and reporting on investigations.



RELIGIOUS STUDIES

Aims:

Candidates will be encouraged to:

- develop their interest in and enthusiasm for a rigorous study of religion and relate it to the wider world;
- treat the subject as an academic discipline by developing knowledge, understanding and skills appropriate to a specialist study of religion;
- adopt an enquiring, critical and reflective approach to the study of religion; and
- reflect on and develop their own values, opinions and attitudes in the light of their learning.

Units Studied:

AS 2 An Introduction to the Acts of the Apostles

AS 6 Religious Ethics, Foundations, Principles and practice.

A2 2 A Study of Acts, Galatians and 1 Corinthians

A2 6 Ethics and Society

Both the AS and the A2 specification require candidates to:

(a) acquire knowledge and understanding of:

- the key concepts within the chosen area(s) of study, (eg religious beliefs, teachings, doctrines, principles, ideas and theories) and how these are expressed in texts, writings and/or practices;
- the contribution of significant people, traditions or movements to the area(s) studied;
- religious language and terminology;
- major issues and questions arising from the chosen area(s) of study; and
- the relationship between the chosen area(s) of study and other human experience; and

(b) develop the following skills:

- reflect on, select and deploy specified knowledge;
- identify, investigate and analyse questions and issues arising from the course of study;
- use appropriate language and terminology in context;
- interpret and evaluate religious concepts, issues, ideas, the relevance of arguments and the views of scholars;
- communicate, using reasoned arguments substantiated by evidence; and make connections between the area(s) of study chosen and other aspects of human experience.

There is no coursework component in AS and A2 Religious Studies.

AS Unit Examination papers are 1 hour 20 minutes each.

A2 Unit Examination papers are 2 hours each.

Careers and Religious Studies:

Here are the occupational groups in which Religious Studies graduates first gain employment.

- Professional Occupations
- Associate Professional & Technical Occupations (including social welfare)
- Administration
- Sales & Customer Service
- Personal Services
- Management and Senior Officials
- Retail
- Health & Social Work
- Business & Research
- Public Administration
- Finance
- Education
- Other Community & Social

Here are some examples of jobs where a Religious Studies degree may be useful.

- Administrator
- Advice Worker
- Counsellor
- Housing Adviser
- Journalist
- Librarian
- Minister of Religion
- Social Worker
- Teacher
- Youth & Community Worker

Here are some examples of the transferable skills developed as a result of studying Religious Studies. They are not limited to your academic study and can be applied to other contexts. Employers' job vacancy details often refer to them when they advertise the positions available. They can also be used on the skills sections of your CV to demonstrate the broad range of qualities you have to offer.

- Clear & Logical thinking
- Critical evaluation
- Literacy & Expression
- Negotiating
- Organising
- Planning
- Problem solving
- Research
- Working to deadlines

**TECHNOLOGY AND DESIGN**

The subject is organised into four teaching and learning units, with each unit carrying 25% of the overall GCE Grade. The content of these units is set out in the following pages.

AS UNIT 1 – PRODUCT DESIGN AND SYSTEMS AND CONTROL

This unit is a study of product design including materials and their processing with an area of systems and control. Candidates must study Section A: Product Design and Practice and can choose between two specialist areas of Systems and Control in either Section B: Electronic and Microelectronic Control Systems or Section C: Mechanical and Pneumatic Control Systems.

Examination Paper (2 Hours)

AS UNIT 2 COURSEWORK – PRODUCT DEVELOPMENT

Unit 2 will be internally assessed and externally moderated

The emphasis in this unit is on the analysis and development of an **existing** product, with a view to re-designing either the product or an aspect of it. It is the responsibility of the teacher to ensure the choice of product allows sufficient scope for development and challenge at AS Level.

Students will produce a 3-dimensional model or prototype which represents the practical outcome of the product analysis and development.

A portfolio should accompany the practical component with written and graphical information produced on not more than 10 A3 sheets. Students can present the portfolio in electronic format.

This unit draws on the knowledge and skills covered in Unit 1 and should represent approximately 45 hours of work.

A2 Unit 1 – Systems and Control

An in-depth study of Systems and Control in either Section A: Electronic and Microelectronic Control Systems or Section B: Mechanical and Pneumatic Control Systems.

Examination Paper (2 Hours)

A2 Unit 2 – Coursework: Product-System, Design and Manufacture

Unit 2 will be internally assessed and externally moderated

Candidates will be required to design and manufacture a technological product or system.

They must identify a problem or need and ensure it provides sufficient scope to meet the assessment criteria.

It is the responsibility of the teacher to ensure that the topic chosen allows sufficient scope and intellectual challenge appropriate to an A2 course.

A technological product must have an energy source to make it function and include a control system comprising input, process and output.

A portfolio should accompany the practical component with written and graphical information produced on not more than 20 A3 pages. Students can present the portfolio in an electronic format.

This unit draws on the knowledge and skills covered in all units but must reflect the chosen option in A2 Unit 1. It represents approximately 60 hours of work.



TRAVEL AND TOURISM

This new and exciting subject will offer you the opportunity to investigate and develop an understanding of the world's most dynamic and fastest-growing industries in a vocational context. The units studied at AS will allow you to enjoy a variety of learning experiences in a vocational and educationally stimulating environment.

The course helps you understand the different elements which make up the tourism industry: customers, stakeholders, technology, destinations and host communities. You will learn about the wider ethical, social and cultural dimensions of tourism, and they will understand its impact on the environment and the importance of sustainable development.

What will you study?

Unit 1: Inside Travel & Tourism. This unit provides an introduction to Travel and Tourism. You will investigate the development of the industry and the different sectors of the industry.

Unit 2: Travel Destinations. This unit looks at a range of tourist destinations, their appeal and also considers trends and the future popularity of the destinations.

How will you be assessed?

Unit 1: 40% external examination on a 2 hour written paper comprising of short and extended questions.

Unit 2: 60% internal assessment based on one portfolio/piece of coursework and will involve research into two contrasting travel destinations to produce an itinerary for potential holidaymakers. You will provide information on the location of each destination, major attractions, methods and costing of travel and, based on these, recommendations for different customer types.

How will it be useful for you?

The teaching and learning approaches associated with this subject encourage independent and active learning. In practical and relevant contexts you will benefit from the opportunity to feel closer to the world of work.

The course will allow you to develop a number of valuable skills such as report writing, research, evaluation and problem-solving skills, the ability to plan, prioritise and meet deadlines and the ability to work both independently and within teams. These could be used not only in your other A level subjects but also in life after Lurgan College.

More information is available at www.lurgancollege.co.uk/travelandtourism

LURGAN COLLEGE EXAMINATION APPEALS PROCEDURES

ARRANGEMENTS FOR INTERNAL APPEALS ABOUT INTERNAL ASSESSMENT DECISIONS AND ENQUIRIES ABOUT RESULTS

Internal Assessment Appeals Procedure

Lurgan College is committed to ensuring that whenever staff assess students' work for an external qualification, it is done fairly, consistently and in accordance with the specification for the qualification concerned. Staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity should conduct the assessments. Students' work should be produced and authenticated according to the requirements of the examination board. Where a set of work is divided between staff, consistency should be ensured by internal moderation and standardisation.

If a student feels that this may not have happened in his/her work, he/she may make use of this appeals procedure. Note that appeals may only be made against the process that led up to the assessment but not against the mark or grade awarded.

The existence of this appeals procedure is made known to students by reference in the school prospectus and welcome booklet. Copies of the procedure are available from the general office on request and it is posted on the students' notice board.

1. Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examination series (usually mid June).
2. The examinations officer will investigate appeals which should be made in writing, stating the details of the complaint and the reasons for the appeal. If the examinations officer was directly involved in the assessment in question, or is not available, the Headmaster will appoint another member of staff of similar or greater seniority to conduct the investigation. The teacher(s) concerned in making the assessment, which is the subject of the appeal, will have the opportunity to see a copy of the appeal and to respond to it in writing, with a copy sent to the candidate.
3. The examinations officer or other member of staff will decide whether the process used for the internal assessment conformed to the requirements of the Awarding Body and the QCA Code of Practice. This will be done before the end of the series (usually the end of June for the summer series).
4. The candidate will be informed in writing of the outcome of the appeal, including any correspondence with the board and any changes made to the assessment of the work.
5. If the candidate bringing the appeal is not happy with the written response received, he/she will have the opportunity to have a personal hearing. The panel will comprise of at least two individuals who have not previously dealt with the particular case. One of the individuals will be a senior member of staff and the second another independent person, e.g. another member of staff, or a governor. The candidate will be given reasonable notice of the hearing date and will have sight of all relevant documents (e.g. the marks given, the assessments made) to the case in advance of the hearing. When a candidate is presenting his/her own case he/she will be allowed to be accompanied by a (single) carer/friend. The teacher(s) and candidate will have the opportunity to hear each other's submission to the panel at the hearing.
6. The outcome of the appeal will be made known to the Headmaster and a written record of the outcome and the reason for it will be kept and made available to the Awarding Body on request. The centre will inform the Awarding Body if there is any change to an internally assessed mark as

the result of an appeal. A copy of the outcome of the appeal will be sent to the candidate within two weeks of the hearing.

Internally assessed work is moderated by the Awarding Body or examinations board to ensure consistency between centres. Such moderation frequently changes the marks awarded. This is outside the control of Lurgan College and is not covered by this procedure. If you have concerns about it, please ask the examinations officer for a copy of the appeals procedure of the relevant examination board.

In cases about internal assessment procedures and enquiries about internal assessment decisions, in which the candidate or (single) carer/friend disagrees with the decision of a centre not to support an enquiry about a result which would have been raised with an Awarding Body, an appeal should be lodged with the Education and Library Board.

External Assessment Appeals Procedure

In cases where candidates remain dissatisfied with the outcome of an Enquiry About Results, the Head of Centre may lodge an appeal with the Awarding Body. Appeals must be made within 14 calendar days of the completion of the enquiry. Appeals must be made in writing and clearly state the grounds for the appeal which must be related to the Awarding Body's procedures or the application of these procedures. The appeal process will consider if the Awarding Body's procedures are consistent with the regulatory authorities' Code of Practice and have been fully and fairly applied.

Centres which continue to dispute the outcome of the appeal to the Awarding Body can submit an appeal to the independent Examinations Appeals Board (EAB). The EAB will not re-mark candidates' work, but it will consider whether or not the Awarding Body has used procedures fit for the purpose and has applied them properly in arriving at its judgements of candidate performance. Appeals to the EAB must be submitted, in writing, to the EAB Appeals Manager within 21 calendar days of the date on which notification of the Awarding Body's appeals decision is received by the Head of Centre. The Awarding Body will be notified of any appeal made to the EAB.

PERSONAL ACCIDENT INSURANCE

The Southern Education and Library Board, like other Local Education Authorities, does not carry personal accident insurance for pupils enrolled in its Schools. This type of insurance covers injuries which occur during sporting activities etc. where no-fault can be established. It is wrong, therefore, to assume that pupils who suffer a disabling injury at school are entitled automatically to compensation. For this to be the case, it must be proven that the school or its staff have in some way been negligent.

The Irish Rugby Football Union operates a scheme for all affiliated schools which covers accidents on the rugby pitch. This covers the type of injury where negligence by the school cannot be established. The table of benefits is given below. Parents should note that the compensation only covers the most extreme type of permanent injury and the maximum sums payable are small. They may wish to take out extra cover to supplement these benefits for their own children or to cover other types of injury. Parents are, therefore, advised to consider taking out insurance which would cover all potential physical injuries to their own children during their time at school.

Benefits

Benefits are only payable following an accident -

(i)	Death	£1,000
(ii)	Total and irrecoverable loss of sight in both eyes	£100,000
(iii)	Total and irrecoverable loss of sight in one eye	£50,000
(iv)	Loss of 2 limbs	£100,000
(v)	Loss of 1 limb	£50,000
(vi)	Total and irrecoverable loss of sight in one eye and loss of one limb	£100,000
(vii)	Permanent Total Disablement (other than total loss of sight in one or both eyes or loss of limb or limbs)	£100,000

SUMMARY

PASTORAL CARE: CHILD PROTECTION / SAFEGUARDING POLICY (INCLUDING BULLYING)

1. Child Protection Ethos

In Lurgan College we have a responsibility for the Pastoral Care, general welfare and safety of the children in our care, and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. One way in which we seek to protect our pupils is by helping them to learn about the risks of possible abuse, assisting them to recognise unwelcome behaviour in others and facilitating them to acquire the confidence and skills they need to keep themselves safe.

All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

2. Principles

The following principles form the basis of our Child Protection / Safeguarding Policy.

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously;
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved;
- In any incident the child's welfare must be paramount; this overrides all other considerations;
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interests must always come first.

3. The Safeguarding Team

The following are members of the school's Safeguarding Team

- Principal – Mr T. Robinson
- Designated Teacher – Dr N. McKee
- Deputy Designated Teacher – Mr B. Hanna
- Chair of the Board of Governors – Mr S. Abraham
- Designated Governor for Child Protection / Safeguarding – Mrs S. Matthews

4. What is Child Abuse?

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

4.1 Types of Abuse

Physical Abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or

scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

A child may suffer abuse or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time. When we become aware of young people below the age of consent engaging in sexual activity or, where we have concerns about a 16/17 year old in a sexual relationship, the designated teacher has a duty to share this information with Social Services.

5. Bullying

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. All staff are asked to be vigilant at all times to the possibility of bullying occurring and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the bully. Parents of both victim and bully will be personally contacted immediately bullying behaviour is identified.

Any complaint by a parent that their child is, or may be, being bullied will be fully investigated by the Designated Teacher for Child Protection, and action will be taken to protect the victim. This will usually include ensuring that another child or small group of children befriends and supports the child being bullied during the school day. A parent making a complaint about bullying will have a personal response from the Designated Teacher within one week of making the complaint, indicating the investigation which has been carried out and the action being taken.

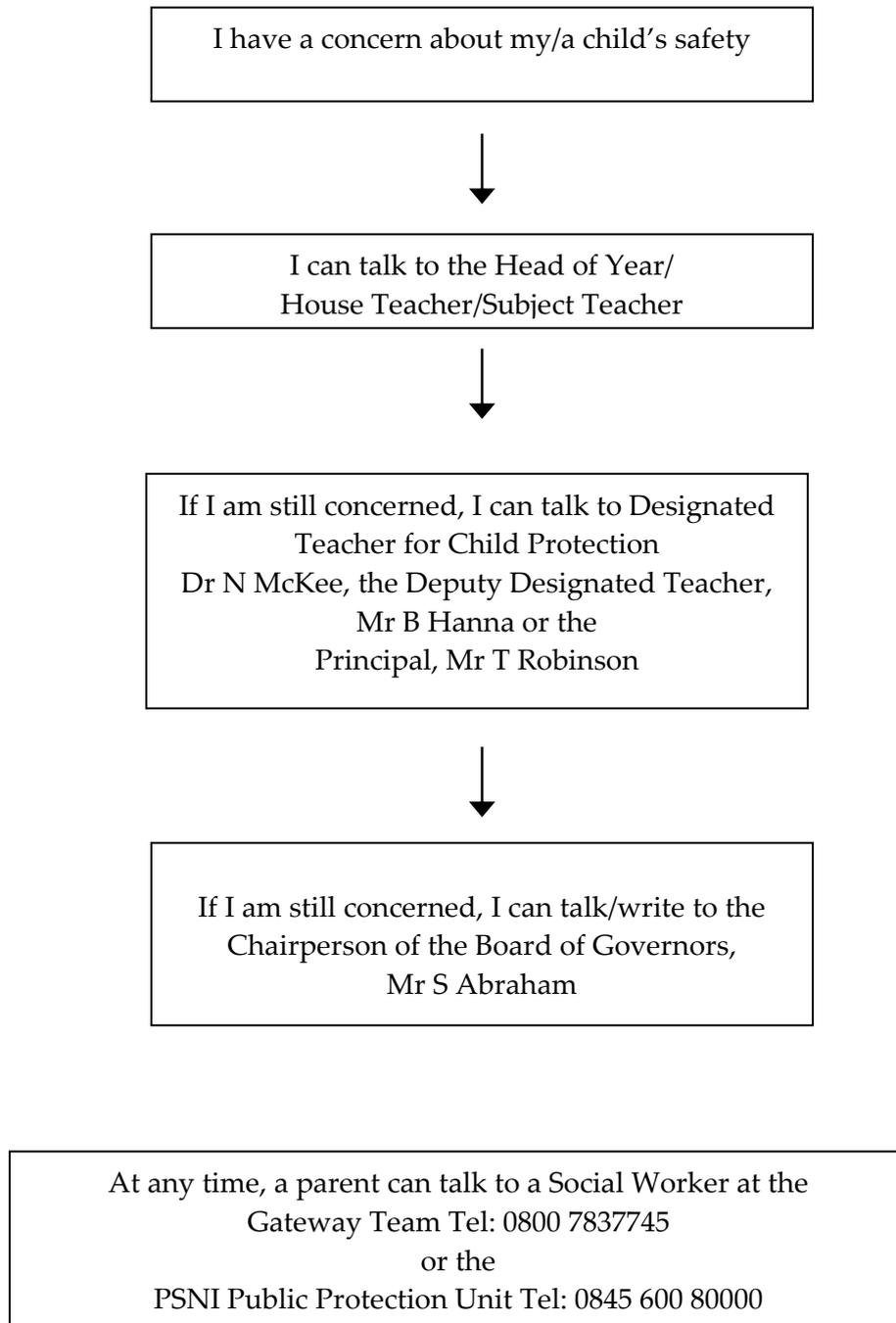
The sanction taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of any privileges or position of responsibility he/she holds in the school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped.

If a pupil's bullying behaviour persists, the second stage will be to instigate The child protection procedures described on the next page.

6. How a parent can make a complaint about possible child abuse

At Lurgan College we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and

dealt with in a professional manner. The flow chart below shows the arrangements for parents to make known to the school any concerns they may have about the safety of their child or another pupil.



7. Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers

Where staff become aware of concerns or are approached by a child about possible abuse they should not investigate – this is a matter for Social Services – but should report these concerns immediately to the Designated Teacher and full notes should be made.

The Designated Teacher, in consultation with the Principal, will decide whether in the best interests of the child the matter needs to be referred to Social Services. If there are concerns that the child may be

at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

The Designated Teacher may consult with the Southern Education & Library Board's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime consideration.

Where there are concerns about possible abuse and a referral needs to be made the Designated Teacher will telephone Social Services Gateway Team and will also notify the SELB Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team, with a copy sent to the SELB Designated Officer for Child Protection.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

8. Where a complaint has been made about possible abuse by a member of the school's staff

If a complaint about possible child abuse is made against a member of staff, the Principal (or the Designated Teacher, if he is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated Teacher).

If a complaint is made against the Principal, the Designated Teacher (or her deputy, if she is not available) will inform the Chairperson of the Board of Governors who will ensure that the necessary action is taken.

Where the matter is referred to Social Services, the member of staff may be removed from duties involving direct contact with pupils (and may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities). The Chairperson of the Board of Governors will be informed immediately.

9. Confidentiality and information sharing

Information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected, schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

10. Vetting Procedures and Code of Conduct

All staff paid or unpaid who are appointed to positions in Lurgan College are vetted in accordance with relevant legislation and Departmental guidance.

11. Staff Code of Conduct

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child and young people in their charge must be above reproach. All staff have adopted a Code of Conduct for their behaviour towards pupils.

STAFF	USUAL ROOMS	SUBJECTS TAUGHT
Headmaster	Study	French/Spanish/Careers
Mrs Abraham	8	Music/Religious Studies
Mrs Barbour	9	Art and Design/LLW
Mr Bell	2A	Psychology
Miss Brackenridge	M4	French/English/Travel & Tourism
Mrs Briggs	18	Mathematics/Biology
Mr Buttery	12	German/French/LLW
Mrs Buttery	10	French/Spanish/LLW
Mr Caldwell	22 & 27	Business Studies/ICT/LLW/Careers
Miss Carberry	21	Biology/LLW
Mrs Duke	4	English/Journalism
Mrs Delpont	M1	Mathematics
Mr Faith	M2	Mathematics
Mr Finlay	20	Chemistry
Mr Hamill	7	Geography/Critical Thinking
Mr Hanna	Gym & M5	Physical Education/Religious Studies/History
Mrs Hinds	Gym & M3	Physical Education
Mr Irvine	23	Religious Studies/Careers
Mrs Jenks	13	Physics/Chemistry/LLW
Mrs Knox	1	Health & Social Care/English/PE
Mr Lappin	14	History/LLW
Mrs McDowell	3	English/Journalism
Dr McKee	19	Biology
Mrs McTernaghan	5	Home Economics/LLW
Mr Patterson	26	Technology/Physics/LLW
Mr Reavie	24 & 27	Business Studies/ICT
Mr Ross	25	Geography/ICT/Travel & Tourism/LLW
Miss Edgar	17	Physics/Religious Studies/LLW
Mr Uprichard	6	Politics/Geography/LLW/Careers
Mrs Ward	16	ICT/History
ANCILLARY STAFF		
Mrs J Gough		Headmaster's Secretary
Miss L Percival		Secretary
Mrs M Cairns		Secretary/Home Economics Technician
Mrs G McMaster		Classroom Assistant
Mrs R Turkington		Science Technician
Mrs M Hand		Technology Technician
Mr J Gemmell		ICT Technician
Mr H King		Building Supervisor
Mr T O'Donnell		Assistant Building Supervisor
Miss R Lennon		Meals Supervisor



