

St Paul's High School

Ardcoil Naomh Pól

Quality education for all



Post 16

Post 16 Prospectus 2023-24



St Paul's High School

Ardcoil Naomh Pól

Principal: Mr J Burns, BEd, MEd, PQH
Chair of Governors: Mrs Eileen Fearon

St Paul's High School was established in 1966 with the aim of providing its pupils with a Christian education within the Catholic ethos.

The school is a thriving, innovative educational community of almost 1600 students of all abilities, from children with learning difficulties in our Learning Support Centre to high calibre academic achievers in our AS, A2 and Applied Post-16 courses. The school underwent a major capital building programme which has placed St Paul's at the forefront of quality education provision in Northern Ireland. All classrooms are equipped as standard with interactive whiteboards, and students and staff are encouraged to make the fullest use of technology for learning and teaching.

The school is situated on a modern campus in pleasant rural surroundings in the townland of Carrickbracken in County Armagh.

108 Camlough Road
Bessbrook
County Armagh
BT35 7EE

028 3083 0309
info@stpauls.bessbrook.ni.sch.uk

www.stpaulsbessbrook.org

 facebook.com/stpaulsbessbrook

 twitter.com/stpaulsbbrook

 youtube.com/stpaulsbessbrook

 vimeo.com/stpaulsbessbrook

 instagram/stpaulsbessbrook

Quality education for all

Contents

Welcome	2+3
Admissions Criteria 2023/24	4+5
Mission Statement	6
Our Vision	6
Aims of the School	6
Post 16 Enrichment Programme	7
Careers Education, Information, Advice and Guidance (CEIAG)	8
GCE Art & Design	10
GCE Biology	11
Level 3 Cambridge Technical Introductory Diploma in Business	12
GCE Chemistry	13
BTEC Construction and the Built Environment	14
GCE Digital Technology	15
GCE French	16
GCE Health & Social Care	17
GCE History	18
GCE Nutrition & Food Science	19
GCE Irish	20
Level 3 Cambridge Technical Introductory Diploma in IT	21
GCE Music	22
GCE Mathematics	23
GCE Physics	24+25
GCE Professional Business Services	26
GCE Religious Studies	27
GCE Sociology	28
GCE Spanish	29
BTEC Extended Certificate Children's Play, Learning and Development	30
GCE Physical Education	31
BTEC Sport (Performance & Excellence)	32
GCE Technology & Design	33
GCE English Literature	34
GCE Geography	35
Work Experience, Annual Senior Formal	36
St Paul's International Projects	37
Activities outside of the classroom	38

Principal's Welcome



Dear Student,

I hope you find our Post 16 Prospectus useful in helping you decide the best path for you to follow over the next two years. Whether you are an existing pupil within St Paul's or a prospective new pupil you can be assured that every effort will be made to ensure you achieve the grades you need for the next step in your career plan.

A great deal will depend on yourself, as St Paul's will provide you with the opportunities to excel and the quality teaching that is the hallmark of our Post 16 provision. However without your own dedication and commitment you will not achieve your optimum. I urge you, that should you choose St Paul's for your next two years, that you adopt a rigorous and consistent attitude towards your studies and you will reap the reward you will so richly deserve.

St Paul's will provide generously, not just for your academic needs but also for your spiritual and physical needs and we expect in return, a respect for the needs of others and a consideration of their right to study in harmonious and peaceful surroundings.

I hope this publication will give you a taster of the entire St Paul's experience at post-16, from the very varied and dynamic courses available for study, to the many exciting opportunities available to students outside the classroom. I look forward to working with you over the next two years.

Mr Jarlath Burns
Principal

Welcome

We are delighted to have the opportunity to present our Post 16 Prospectus. St Paul's High School is in the unique position of being able to offer a Post 16 educational experience which embraces all aspects of the developing individual.

Student welfare is central to the core thinking in our school. Great emphasis is placed upon our pastoral dimension in St Paul's and we have a strong support structure that prioritises the student's needs. Our experienced team of form teachers ensure that all the young people in Years 13 and 14 are given the opportunity to grow and develop in a learning environment that is conducive to success.

The opportunity for spiritual expression in our school is a distinctive feature of a balanced and all embracing education. St Paul's is fortunate to have a chaplaincy service led by Father Seamus White who assists in the spiritual development of each student. This further enhances the unique educational experience that is provided within St Paul's High School.

We hope you will take time to read through this prospectus, and to think seriously about your options for the next two years. The range of courses on offer have been included in detail to allow you to make an informed choice. Please do not hesitate to contact us if you need further advice or help.

We look forward to meeting you soon.

Mrs Catherine Hughes and Mrs Catriona McCartan
Heads of Years 13 & 14



ADMISSIONS TO POST 16 STUDY

Category 1:

Pupils attending St Paul's High School, and who meet the minimum criteria at (a) to (e) below have priority over all other applicants.

- (a) Seven GCSEs or more, Grades A* to C, including GCSE English and GCSE Mathematics, for entry to "A" Level courses.
- (b) Seven GCSEs or more, Grades A* to C, including GCSE English or GCSE Mathematics, for entry to "A" Level courses.
- (c) Six GCSEs or more, Grades A* to C, including GCSE English and GCSE Mathematics, for entry to "A" Level courses.
- (d) Six GCSEs or more, Grades A* to C, including GCSE English or GCSE Mathematics, for entry to "A" Level courses.
- (e) Six GCSEs or more, Grades A* to C for entry to "A" Level courses.

Category 2:

All other Pupils who meet criteria (a) to (e) above and who are unable to obtain their A level subject choices in their current school. Pupils applying for admission from other schools will be required to meet the academic entry requirements of their current school before they will be considered for admission to St Paul's.

The categories left are in rank order.

External applicants for "A" Level study from category 2 above will be graded on their academic performance at GCSE and/or equivalents as recognised by DE in the following manner;

Grade A* = 4pts	Grade A = 3pts
Grade B = 2pts	Grade C* = 2pts
Grade C = 1pt	

Should there be a tie for a final place, the decision will be made by random selection.

All applications to Post 16 study will be subject to pupils having;

- (i) An acceptable attendance record,
- (ii) An acceptable behavioural record,
- (iii) An acceptable punctuality record,
- (iv) Places being available in the subjects sought.

A reference may be sought from their previous school.

All pupils applying under Category 2 above will be subject to approval by the Department of Education before admission can be confirmed. See notes below. **

****St Paul's High School criteria for any extra places made available by the Department of Education for admission into Year 13 (Sixth Form).**

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

1. Pupils who have most recently completed Year 12 in St Paul's High School.
2. Pupils from other schools where admission to an extra place at St Paul's High School has been agreed by the Department of Education.*

** Parents should note how the Department of Education (DE) will, in response to a school's request, increase the school's enrolment number if it is content that each external pupil for whom a place is requested would not be able to pursue their post-16 course choices*

at a suitable school without undertaking an unreasonable journey (i.e. a journey that by public transport would be over an hour from where the young person lives). If DE finds that no other suitable school may provide all of the post-16 courses that the pupil wishes to pursue – then DE will agree a school's request for an extra place.

What is a school of a type that is suitable for a pupil?

To determine this, DE first considers all schools to be one of four types: (i) denominational (ii) non-denominational (iii) Integrated and (iv) Irish-Medium. A school requesting an extra place for a post-16 pupil will belong to one of these types and DE will consider any other school from this same type as suitable for the pupil. DE will also consider as suitable for the pupil any school of the same type as that attended by the child in Year 12.

St Paul's High School does not operate a waiting list for students who apply for a place to any year group and are unsuccessful. Each application is decided upon at the time of receipt.



Mission Statement

St Paul's High School is a Catholic community committed to providing high quality education in an atmosphere of mutual respect where each individual is valued as an important member of our school family. We value the personal, moral, social and spiritual development of each student, encouraging respect for self and others including the core values of truth, kindness, integrity and compassion.

Our Vision

We aim to provide equality of opportunity to a broad and balanced curriculum suited to the interests and needs of all our students. We endeavour to develop skills and capabilities to help our students grow into healthy, mature and successful adults capable of making informed and responsible choices and having the potential to make a valuable contribution to the world of work and society in general.

Aims of the School

1. To be a community inspired by the Catholic faith, living out the gospel values and reflecting all traditions of our Irish cultural heritage.
2. To enable all students to acquire a sense of purpose and have a good opinion of themselves by giving all access to an academic, vocational, religious, moral, social and physical education, with appropriate provision for pupils with special needs, which celebrates diversity and values inclusivity.
3. To promote professional development through the provision of high quality resources and sharing of good practice within an ethos of shared school leadership.
4. To involve the church, parents, education bodies, industry and the wider community in the work of the school.
5. To foster a spirit of cheerful co-operation and provide a safe, child-centred environment which promotes optimum achievement and self-esteem among staff and students.

Post 16 enrichment programme

Enrichment Curriculum is about holistic development - beyond the books!

At AS level our students are offered a range of enrichment activities, these activities are in addition to and different from the students' regular subjects. The aim of enrichment is to broaden horizons, develop skills, and cultivate personal and social qualities such as commitment, good citizenship, initiative, leadership and team spirit. The programmes offer transferable skills that our students can use beyond their years in St. Paul's preparing them for adulthood, university and employment.

Enrichment courses include:

Yoga / Cookery / Debating and Photography /
Computer programming / ECDL / School ECO-Committee

St Vincent de Paul Society

As part of St Paul's commitment to our local community, the St Vincent de Paul Society, which was established in 2003, is an extremely active part of the Post 16 experience.

At Christmas, the society organises a hamper appeal, and these are distributed among needy families in our community. The activities of the St Vincent de Paul Society are co-ordinated by an elected committee of Year 13 and 14 students, who work closely with our School Chaplain in helping to make a difference to the local community in which we live.

Spiritual Retreat

Students in Years 13 and 14 are invited to spend a day each year exploring their beliefs and spirituality in a reflective and prayerful atmosphere. Led by an experienced and professional team, the Retreat has proven very successful over a number of years and gives all members of the year group an excellent opportunity to get to know each other in an informal and relaxed setting.

Students are also encouraged to participate in annual pilgrimages to Lourdes and to Lough Derg, and to become involved in St Paul's International Projects.

CEIAG

Careers Education,
Information, Advice
and Guidance



Hello to all prospective Post 16 students at St Paul's High School.

Careers Education, Information, Advice and Guidance (CEIAG) is an essential part of the comprehensive Personal, Social and Health Education Programme in St Paul's. The Careers Department works towards the realisation of the student's potential ensuring that they are provided with the full and appropriate support required to make informed decisions regarding their future.

The Careers suite has the advantage of providing a perfect environment with progressive technology in a stylish and comfortable setting. The key to incisive, successful careers education is the development of the necessary skills to make the right decisions at crucial times in secondary school life. All students attend individual guidance interviews with Careers personnel.

In essence we endeavour to build confidence by encouraging

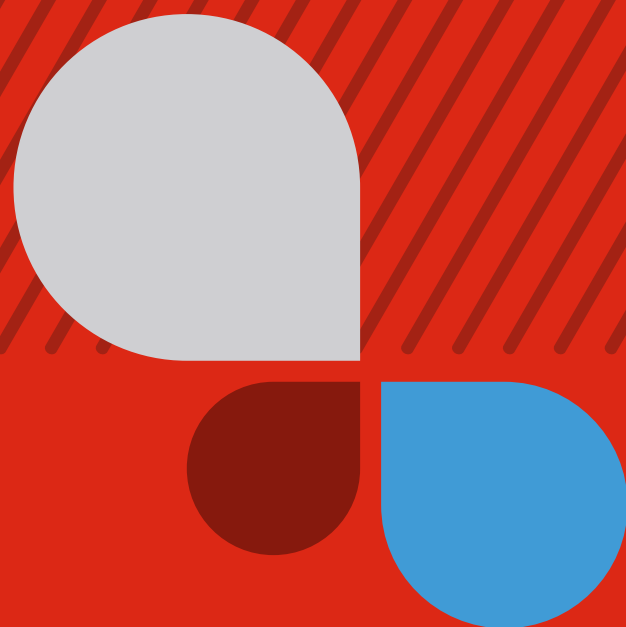
- a better understanding of personal attributes
- setting goals and targets to achieve personal aims
- keeping a record of all achievements and skills
- making the most of opportunities through successful application to Higher Education or employment
- making experiences count by giving the best possible description of achievements and potential.

The Careers Department will play an integral role in helping you prepare for the next stage of your education. I look forward to getting to know you.

Mrs Siobhán Kearney
Director of CEIAG

Careers Programme

- Curriculum Vitae update
- Progress File update
- Careers Research
- University Research
- Work Experience opportunities
- Personal Statement Preparation
- Presentations from university personnel
- UCAS Higher Education Convention
- Presentations from various professionals
- Volunteering opportunities
- UCAS Preparation
- UCAS Application
- CAO Application
- HLA Applications
- Interview Skills training
- Mock interview preparation
- Student Finance
- University visits
- Labour market research



the Subjects

GCE Art & Design

Course Description

This course builds on the broad Art and Design experiences gained by candidates who studied GCSE Art and Design, promotes a broad Art and Design experience at AS Level, and a more focused experience, related to candidate preferences at A2 Level.

The subject includes a piece of extended writing between 1,000 and 2,000 words which enables candidates to explore areas of the subject which are of particular interest to them. The candidate's total submission will be marked initially by teachers and moderated by the examination board.

A Level Art and Design provides a solid foundation for study at a higher level in a range of Art and Design areas of practice, or in areas of study related to Art and Design.

Additional Information

AS Level: Preparation and realisation time for this unit is sixteen weeks. All AS candidates will have the opportunity to produce work in 2D, 3D, Fine Art or Design for this unit of work. Preparation time for Working to a Stimulus is approximately ten weeks and the realisation time is eight hours. The externally set assignment will provide opportunities for outcomes in Fine Art or Design and 2D or 3D.

A2 Level: Preparation time for externally set assignment is approximately twelve weeks. Realisation time is twelve hours.

Units of Study

AS 1 Coursework Portfolio - 50% of AS, 20% of overall award

AS 2 Working to a Stimulus - 50% of AS, 20% of overall award

A2 1 Personal Investigation - 60% of A2, 36% of overall award

A2 2 Working to a Stimulus - 40% of A2, 24% of overall award

Careers Pathways available

Advertising, Art Director, Film Maker/Editor, Product Manager, Animator, Furniture Design, Medical Photography, Architect, Graphic Designer, Set Designer, Art Teacher, Illustrator, Sign Writer, Art Therapist, Interior Designer, Special Effects Designer, Auctioneer, Jewellery Maker, Web Designer, Costume Designer, Photography Designer, Technology Teacher



From the student's point of view:

Watch students Cigfa and Sarah discuss their study of Art & Design at St Paul's.

<https://vimeo.com/392932472>

GCE Biology

Course Description

The Biology specification builds on the broad objectives of the revised Northern Ireland Curriculum.

The specification is designed to promote continuity, coherence and progression within the study of Biology. The A Level award provides a basis for the further study, at tertiary level, of Biology and related courses. For those progressing directly into employment, an AS or A Level award is relevant not only in the fields of science, engineering and medicine, but also to areas of commerce and the public service in which problem-solving and practical skills are valued. The specification helps to provide an understanding of how biological developments affect the environment. The specification also contributes towards an understanding of ethical and cultural issues, thus adding to a full and rounded education.

Aims

Students should be encouraged to:

- develop their interest in and enthusiasm for Biology, including developing an interest in further study and careers in the subject;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop and demonstrate a deeper appreciation of, and understanding of, how science works;
- develop and demonstrate their skills and knowledge;
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

Assessment / Units of Study

AS1: Molecules and Cells

- External written examination (1hr 30mins) - 37.5% of AS
- Students answer six to eight structured questions and write an essay - 15% of A Level

AS 2: Organisms and Biodiversity

- External written examination (1hr 30mins) - 37.5% of AS
- Students answer six to eight structured questions and write an essay - 15% of A Level

AS 3: Practical Skills in AS Biology

- External written examination assessing practical skills (1 hour) - 25% of AS
- Internal practical assessment marked by teachers and moderated by CCEA - 10% of A Level

A2 1: Physiology, Co-ordination and Control, and Ecosystems

- External written examinations (2hours 15mins)
 - Students answer six to eight structured questions and write an essay - 24% A Level

A2 2: Biochemistry Genetics and Evolutionary Trends

- External written examination (2hours 15mins)
 - Students answer six to eight structured questions and write an essay - 24% A Level

A2 3: Practical Skills in Biology

- External written examination assessing practical skills (1 hour 15mins) and internal practical assessment marked by teachers and moderated by CCEA - 12% A Level

It is essential to have studied at least Double Award GCSE Science and completed the Biology modules at Higher Tier. It is essential to have achieved a minimum of AB grade, with at least a B grade in the Biology terminal paper.

From the student's point of view:

Year 14 students Cormac and Rhiannon discuss why they chose Biology as an A-Level subject.

<https://vimeo.com/392478601>



Level 3 Cambridge Technical Introductory Diploma in Business

Course Delivery: Unitised / Modular

Course Delivery

Cambridge Technicals are vocational qualifications that are designed to give you a work-focused alternative to A Levels. They've been designed to give you opportunities to demonstrate and develop the practical application of knowledge and understanding in the areas of work that appeal to you. This will enable you to develop your research skills as you work, both independently and with colleagues, to progress through your qualifications.

The assessment for the qualifications is internally and externally assessed.

Course Description

Business is the heart of the economy, encouraging innovation and creating wealth. Cambridge Technicals offers students the opportunity to explore the world of business with 22 units across the two levels. Created in collaboration with leading businesses, the qualifications explore all aspects of the business world including practical activities - ideal for a wide range of learning styles. The qualification includes a range of mandatory and optional units. The two mandatory units are externally assessed.

Assessment

Four units which are portfolio based. Two units which are examination based.

Units of Study

There are two mandatory units:

Unit 1: The Business Environment (Externally assessed)

Unit 2: Working in a business.

Plus, four optional units which are portfolio based.

Skills and Attributes essential for success

The business world places a high value on the ability to research, analyse and evaluate information in order to make considered decisions. Students will have the opportunity to gain these vital skills. Alongside this you will develop practical employability skills, including the ability to communicate effectively with both internal and external stakeholders, and to manage your time effectively.

Pupils will have a choice of opportunities once they have completed this course.

The three choices open to you are:

- Employment, where you can put your new practical skills towards generating an income;
- Further education, such as a higher-level qualification at college;
- Higher education, such as a degree course at university.

Access to higher education is possible if you take the Level 3 qualifications because they have UCAS points.

GCE Chemistry

Course Description

CCEA GCE Chemistry. It is essential to have studied at least a Double Award GCSE Science course, Higher Tier exams and achieved a minimum of AB grade, with at least a B grade in the Chemistry terminal paper.

Assessment

A 2 year course: AS & A2 consisting of 3 papers (2 theory + 1 practical) at the end of each year and a Practical Skills exam. Year 1 AS; each theory paper worth 16% and practical paper combined with the practical skills exam is worth 8%. Year 2 A2; each theory paper worth 24% and practical paper combined with the practical skills exam is worth 12%.

Units of study

Content	Content Summary	Assessment	Weightings
AS 1:	Basic Concepts in Physical and Organic Chemistry	External written examination 1 hour 30 minutes Multiple choice and structured questions	40% of AS 16% of A level
AS 2:	Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry	External written examination 1 hour 30 minutes Multiple choice and structured questions	40% of AS 16% of A level
AS 3:	Basic Practical Chemistry	Practical booklet A – taken in the laboratory 1 hour 15 minutes Practical booklet B – taken in the examination hall 1 hour 15 minutes	20% of AS 8% of A level
A2 1:	Further Physical and Organic Chemistry	External written examination 2 hours Multiple choice and structured questions	40% of A2 24% of A level
A2 2:	Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	External written examination 2 hours Multiple choice and structured questions	40% of A2 24% of A level
A2 3:	Further Practical Chemistry	Practical booklet A – taken in the laboratory 1 hour 15 minutes Practical booklet B – taken in the examination hall 1 hour 15 minutes	20% of A2 12% of A level

Skills and Attributes essential for success

Logical thinking, Analysis and Data handling, Mathematical skills, Observation, Good work ethos, Ability to problem solve, Good communication skills, Comprehension skills

Careers Pathways available

Medicine, Dentistry, Radiology, Forensics, Chemical Synthesis
Teaching, Pharmacy, Chemical Engineering

It is essential to have studied at least Double Award GCSE Science and completed the Chemistry modules at Higher Tier. It is essential to have achieved a minimum of AB grade, with at least a B grade in the Chemistry terminal paper.



From the student's point of view:

Mairéad Campbell speaks about her experiences as an A Level Chemistry student
vimeo.com/257468423

BTEC Construction and the Built Environment

Course Description

This course provides progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

Pearson BTEC Level 3 National Extended Certificate in Construction and the Built Environment (Single Award)

Size and structure –

Equivalent in size to one A Level.

- 4 units of which 4 are mandatory and 2 are externally marked.

The four mandatory units are:

- Unit 1: Construction Principles (external written exam)
- Unit 2: Construction Design (external)
- Unit 4: Construction Technology. Internally marked.
- Unit 5: Health and Safety in construction. Internally marked.

Mandatory content 100%

External Assessment 66%

Pearson BTEC Level 3 National Diploma in Construction and the Built Environment (Double Award)

Size and structure –

- Equivalent in size to two A Levels.
- 10 units of which 7 are mandatory plus 3 optional units.
- Mandatory content (75%). External assessment (33%).

The seven mandatory units are:

- Unit 1: Construction Principles (External written exam)
- Unit 2: Construction Design (External)
- Unit 4: Construction Technology (Internally marked)
- Unit 5: Health and Safety in construction (Internally marked)
- Unit 6: Surveying in construction (Internally marked)
- Unit 7: Graphical Detailing in construction (Internally marked)
- Unit 8: Building Regulations in construction (Internally marked)

*Students interested in BSc (Hons) Construction Engineering & Management are advised to check university entry requirements carefully, as there are **specific subject requirements**. Students interested in Construction at Post-16 who may be intending to apply for BSc (Hons) Construction Engineering & Management should seek further advice from the Careers department.*

Skills and Attributes essential for success

- Hard work
- Excellent attendance
- Awareness of health and safety
- Ability to work independently.

Careers Pathways available

A diverse range of career pathways is available to pupils who study this course with established professional entry and development routes in civil engineering, building services engineering, design/architecture construction supervision management and many more.

Course Description

It is expected that many candidates will have already gained skills, knowledge and understanding of digital technology following the successful completion of an IT-related GCSE course.

Aims

- To develop a genuine interest in digital technology;
- To gain an understanding of the system development process;
- To gain an awareness of a range of technologies and an appreciation of the potential impact these may have on individuals, organisations and society;
- To participate in developing an application while adhering to the system development process;
- To develop an understanding of the consequences of using digital technology on individuals, organisations and society, and of social, legal, ethical and other considerations of using digital technology;
- To apply their skills to relevant work-related scenarios;
- To carry out research and development, and present their findings in different formats;

Units of Study

- AS 1 Approaches to System Development
External written examination - 1 hour 30 minutes
50% of AS / 20% of A level
- AS 2 Fundamentals of Digital Technology
External written examination - 1 hour 30 minutes
Students answer short and extended questions based on the Fundamentals of Digital Technology.
50% of AS / 20% of A level
- A2 1 Information Systems
External written examination - 2 hours 30 minutes
40% of A level
- A2 2 Application Development
Internal assessment. Students compile a portfolio showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user.
20% of A level

Skills and Attributes essential for success

- Have a genuine interest in digital technology;
- Have an interest in the consequences of using digital technology on individuals, organisations and society, and of social, legal, ethical and other considerations of using digital technology;
- Have an interest in carrying out research and development, and an ability to present their findings.

Careers Pathways available

It gives students opportunities to progress to career paths leading to: Professional IT management, Database Administrator, Mobile Application Developer, Web Developer, IT Help Desk Technician, Network Administrator, Video Game Designer, Graphic Designer, Health Information Technician, IT Security Specialist, Software Engineer, IT Manager, Systems Analyst, IT Project Manager, Computer Programmer, User Interface Developer, Computer Hardware Engineer, Computer Animator, Network Architect

Course Delivery: Unitised / Modular

GCE Digital Technology



Find out more...
ccea.org.uk/digital_technology



From the student's point of view:

Digital Technology student Venniz discusses Digital Technology and her passion for the subject in this online video.

<https://vimeo.com/392736315>

GCE French

Course Description

A level French builds upon the knowledge, understanding and skills gained at GCSE level. The 2 year linear course focuses on language, literature, culture and society and fosters a wide range of transferable skills.

Themes studied include:

- Current trends: The Changing Nature of Family Life, Cyber Society.
- Current issues: Diversity, Tolerance and Respect, The Marginalised, Crime and Criminals.
- Artistic culture: French Culture and Heritage, Contemporary Francophone Music and Cinema, The Evolution of the French Arts.
- Political life: The Right to Vote, Political Commitment, The Future of World Politics, Strikes and the Power of Unions, The Role of Politics in Immigration.

Subject Content

The four skill areas: Speaking, Listening, Reading and Writing will be tested through the following core content:

- Social issues and trends
- Political and artistic culture
- Grammar
- Literary works
- Individual research project.

Units of Study

Paper 1: Listening, Reading and Writing - Language -50%

Paper 2: Writing - Literature - 20%

Paper 3: Speaking: A Research Project and Conversation.

Skills and Attributes essential for success

- An interest in French
- Hard-working
- Organised
- An independent learner
- Articulate and self-expressive

Choosing to study French at A' level will:

- Enhance your spoken and written linguistic skills
- Deepen your knowledge of the country, its language, literature and culture
- Promote critical thinking
- Increase self-confidence
- Deepen your ability to interact effectively with your peers and other French speakers
- Enhance your skills of autonomous study and cognitive flexibility

Careers Pathways available

Teacher of French, Teacher of English as a foreign language abroad, Translator/Interpreter, Journalist, Travel and Tourism Industry, Hospitality Sector, Business Sector, Foreign Service, Diplomat, International Organisations: The EU etc, International Charities: Médecins sans Frontières, Trocaire etc



From the student's point of view:

Find out more about French at A-Level as student Grace shares why she chose to study it.

<https://vimeo.com/392475620>

Course Description

By studying GCE Health and Social Care you will gain knowledge and understanding of the health, social care and early years sectors. You will also increase your awareness of the issues affecting these sectors. As this is an applied subject with a more vocational perspective you may be given the opportunity to access a health, social care or early years service such as a hospital, care home, day centre, nursery or primary school to gain first-hand knowledge, understanding and experience of the day-to-day running of a care setting. The choice of optional units will give you flexibility and the opportunity to broaden your knowledge. Students study an eclectic range of subjects relevant to employment in the health, social care and early years sectors of the economy.

In the AS units, students develop an understanding of good quality care and effective communication. They also learn about the health and well-being of the population.

At A2 students learn about how health and social care, and early years services, are tailored to meet the needs of specific service user groups. They may also have the opportunity to study physiology, and can develop research skills in topics relevant to health and social care, including health promotion.

Assessment

There is a good balance between externally assessed units (examinations) and internally assessed units (portfolios) which will enable you to plan work effectively and monitor your progress on a regular basis. This may help you to work more efficiently and achieve your full potential in this subject.

Units of Study

You must complete six units.

Units

Unit AS1: Promoting Quality Care – written report

Unit AS2: Communication in Health, Social Care and Early Years Settings – written report

Unit AS3: Health and Well-being – external examination

Unit A21: Applied Research – written report

Unit A23: Providing Services – external examination

Unit A25: Supporting the Family – written report

Skills and Attributes essential for success

You will have opportunities to develop valuable skills such as research, analysis, communication, working with others, independent learning, creative thinking and problem solving. If you continue to third level education, by studying health and social care you will be able to develop advanced study skills which will prepare you for the transition. You will also develop skills and values for employment in the health, social care and early years sectors

Careers Pathways available

If you are interested in health and well-being or pursuing a career in the caring professions then this subject will develop knowledge and understanding relevant to degrees in nursing, allied health professions, social sciences, social policy, social work and early years.

Course Delivery: Unitised / Modular

GCE Health & Social Care



Find out more...
ccea.org.uk/hsc



From the student's point of view:

Health & Social Care student Rhiannon discusses her experiences with the subject at A-Level.

<https://vimeo.com/392666495>

GCE History

The History Department offers a rich menu of courses chosen for their interest and significance. We attempt to give students an understanding of important Irish and World developments which have shaped our world, whilst developing the skills and disciplines necessary to study History meaningfully. We consider the importance of individuals in shaping history whilst understanding the significance of the broader context in which they lived.

Students are given an understanding of differing historical interpretations of the past and begin to appreciate the writing of history as a subjective process. They also develop a discriminatory eye for detail; learn how to critically evaluate documents and how to construct multi-causal explanations. The work of the Department is enhanced by a variety of overseas trips and guest speakers.

Course Description

Students who choose to study History normally do so because they enjoy the subject and have a natural curiosity about the past. The study of History is both interesting and intellectually rigorous. It develops skills of research, assimilation and the development of an ability to communicate clear and coherent judgement.

Units of study

- AS 1 Germany 1919-1945 (1½ hours)
- AS 2 Ireland 1823-1867 (1½ hours)
- A2 1 The causes and Consequences of The Great Power Conflict 1848-1945 (1¼ hours)
- A2 2 The partition of Ireland 1900-05 (2½ hours)

Careers Pathways available

History would be a useful subject to those seeking a career in Law, Journalism, Town Planning, Media and Communication, Teaching, Politics, Archaeology.



Student Catriona Gallogly speaks about her decision to chose History as an option at Post 16 Level

www.vimeo.com/60179825

GCE Nutrition & Food Science

Overview

There are four assessment units: three externally assessed and one internally assessed.

- The specification allows students to develop their subject knowledge, understanding and skills in nutrition and food science in relation to a work context.
- Assessment at A level includes a range of question types, demanding evaluative tasks, extended writing, and synoptic assessment that encourage students to develop their understanding of the subject.
- The specification gives students a sound basis for progression to higher education.
- A range of support material is available, including specimen assessment materials, exemplar schemes of work and teacher guidance.

Specification Summary

AS 1: Principles of Nutrition – External exam, 1 hour 30 mins, 50% of AS, 20% of A level.

AS 2: Diet, Lifestyle and Health – External exam, 1 hour 30 mins, 50% of AS, 20% of A level.

A2 1: Option 1: Food Security and Sustainability or Option 2: Food Safety and Quality – External exam, 2 hours 30 mins, 30% of A level, available summer

A2 2: Research Project – Internal assessment (4000 words), 30% of A level, available summer

Benefits to Students

- This A level course provides a good foundation for higher education courses in related subjects and for a diverse range of interesting careers.
- At A2 teachers can choose which options they offer, enabling them to tailor the course to suit the needs of their students. Furthermore, the research project allows for flexibility of choice, so that students can specialise in individual areas of interest to them.
- Through the research project students develop advanced study skills to help prepare them for higher education and the world of work. This provides students with the opportunity to develop a wide range of transferable skills and capabilities such as critical and creative thinking, decision-making, problem-solving, designing a research tool, analytical aptitude and target-setting.



Year 14 student Emma discusses the study of Food Science & Nutrition as a Post-16 option.

<https://vimeo.com/392469319>

GCE Irish

 @GaeilgeASNP

Course Description

The study of Irish at AS and A2 Level builds upon the foundations of knowledge, understanding and skills developed at GCSE level and offers the student a chance to further enhance their competence in this language. Students are taught four modules which develop the four established language skills of speaking, listening, reading and writing, and introduce new, complex ways of communication, including language manipulation, translation and the study of literature in the Irish language through the genres of poetry, prose and drama.

Assessment

- AS 1 Speaking
- AS 2 Listening, Reading, Translation (Irish to English) and a Summary Task
- AS 3 Extended Writing (Essay)
- A2 1 Speaking
- A2 2 Listening, Reading, Translation (English to Irish) and Grammar
- A2 3 Extended Writing (Literature response)

Units of Study

- AS 1 Relationships
- AS 2 Culture and Lifestyle
- A2 1 Young people in society
- A2 2 Our Place in a changing world

Additional Information

- Students who study Irish at AS and A2 Level are timetabled for extra classes with the Irish Language Assistant who supports teaching and learning by offering one-to-one help with oral work.
- Students are strongly encouraged to spend time at the Gaeltacht during their study of A Level Irish.

Careers Pathways available

Teacher, Journalist, TV/ Radio Presenter, Lecturer, Proofreader, Translator, Media Researcher, Local Government, Civil Service.



From the student's point of view:

Irish students Cailliosa and Ciara share their passion for Irish as a Post-16 option.

<https://vimeo.com/392680360>

Course Delivery: Linear / Terminal

OCR
Oxford Cambridge and RSA

Level 3 Cambridge Technical Introductory Diploma in IT

Find out more...
Search : OCR IT Level 3 Certificate

Course Description

Cambridge Technicals in IT Level 3 aim to develop students' knowledge, understanding and skills of the principles of IT and Global Information Systems. Students will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure, the flow of information on a global scale, and the importance of legal and security considerations. Designed in collaboration with experts spanning the breadth of the sector, the Level 3 Cambridge Technicals in IT focus on the requirements that today's universities and employers demand.

This course focuses on the development of a range of applications across platforms and sectors. Students will gain the right combination of knowledge, understanding and skills required for the 21st century, enabling them to demonstrate the skills of writing specifications, and the design, build, testing and implementation of applications.

Assessment

This course is 50% coursework and 50% examination.

Units of Study

There are three mandatory units:

- Fundamentals of IT
- Global Information
- Application Design

In addition to the mandatory units, two optional units will be confirmed later.

Skills and Attributes essential for success

Students must have a love of using computer software to produce an end product. They must also have skills in the use of office software. These support the transferable skills required by universities and employers such as communication, problem solving, time management, research and analytical skills.

Pupils will have a choice of opportunities once they have completed this course.

The three choices open to you are:

- Employment, where you can put your new practical skills towards generating an income
- Further education, such as a higher-level qualification at college
- Higher education, such as a degree course at university

Careers Pathways available

Cambridge Technicals provide a strong base for progression to university and are recognised for UCAS tariff points.

GCE Music

 @Music_StPauls

Course Description

Students will use the skills acquired at GCSE of listening, composing and performing at a more advanced level.

Units of Study

AS Unit 1	Performance - externally assessed - 32.5% of AS, 13% of A level
AS Unit 2	Composition - Internally assessed, externally moderated - 32.5 % of AS, 13 % of A level
AS Unit 3	Responding to Music - Two external listening and written papers - 35% of AS, 14 % of A level
A2 Unit 1	Performance - externally assessed - 19.5% of A level
A2 Unit 2	Composition - Internally assessed, externally moderated - 19.5 % of A level
A2 Unit 3	Responding to Music - Two external listening and written papers - 21 % of A level

Skills and Attributes essential for success

- AS - Grade 4 Instrumental/Vocal
- A2 - Grade 6 Instrumental/Vocal

Careers Pathways available

Music therapist, Musician, Private music teacher, Teacher, Sound technician - broadcasting/film/video, Arts administrator, Broadcast engineer, Community arts worker, Event organiser, Radio broadcast assistant, Radio producer, Theatre stage manager, DJ, Piano Tuner.



From the student's point of view:

Learn more about the study of Music at A-Level with this online video with music student Maggie.

<https://vimeo.com/392687622>

GCE Mathematics

 @StPaulsMaths

 Find out more...
ccea.org.uk/mathematics

Course Description

Students can take the AS course as a final qualification; or the AS units plus the A2 units for a full GCE A-Level qualification. The full Advanced GCE award is based on students' marks from the AS units (worth 40%) and the A2 units (worth 60%).

It is recommended that students have a Grade A in GCSE Mathematics following the M4 and M8 GCSE route. GCSE Further Mathematics is not required to study A-Level Mathematics.

A-level Mathematics aims to encourage students to; understand mathematics and mathematical processes to provide a strong foundation for progress to further study, extend their range of mathematical skills and knowledge, apply mathematics in other fields of study, reason logically, use their mathematical skills to solve challenging problems and to communicate mathematically.

The course also provides opportunities for developing and generating evidence of the key skills of communications, application of number, working with others, improving your own learning and problem solving.

Course Assessment

This course is assessed by written examinations only. There is no coursework or controlled assessment. The AS qualification has two papers at the end of Year 13. The full A-Level qualification includes the AS examinations at the end of Year 13 plus two further examinations at the end of Year 14.

Specific Units and Weightings

Unit AS 1: Pure Mathematics (60% of AS; 24% of A-Level)

Unit AS 2: Applied Mathematics - Mechanics and Statistics (40% of AS; 16% of A-Level)

Unit A2 1: Pure Mathematics (36% of A-Level)

Unit A2 2: Applied Mathematics - Mechanics and Statistics (24% of A-Level)

Skills and Attributes

- Love for and enjoyment of all aspects of Mathematics.
- Willingness to work hard and submit work on time.
- A desire to succeed.
- A positive attitude.

Career Pathways

Mathematics, Economics, Medicine, Architecture, Engineering, Business and Finance, Accountancy, Computer Science, Natural Science and Education



From the student's point of view:

Students Blinne and Marianne speak about their experiences studying Mathematics at A-Level.

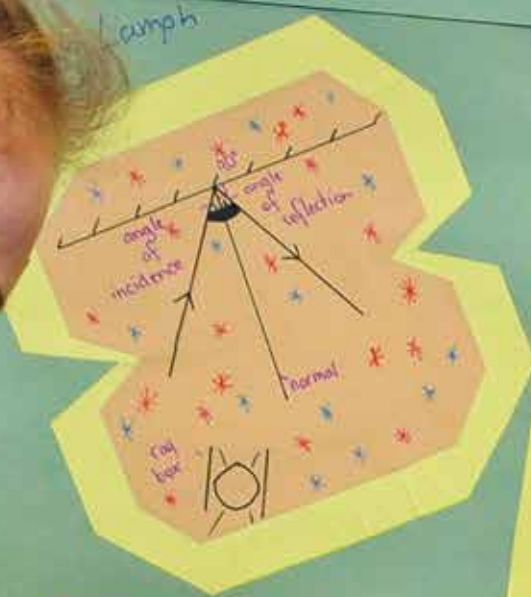
<https://vimeo.com/392481993>



What is light?
light is a form of energy.
It only travels in
straight lines. The sun
gives out light energy.



refraction:
if light speeds up it is
refracted away from the
normal.
if light slows down it
is refracted towards
the normal.



Alex Aziz



Martyna Otkowska
Charmain Campbell



From the student's point of view:
Year 13 students Marianne and
Sarah share their experiences
studying Physics at A-Level.
<https://vimeo.com/392438428>

GCE Physics

 Find out more...
ccea.org.uk/home_economics

Course Description

The A Level Physics course is designed to promote continuity coherence and progression within the study of Physics. It builds on the knowledge, understanding and skills developed within the Physics strand of GCSE Science courses.

Both AS and A2 Physics courses encourage students to develop essential knowledge and understanding in Physics and an understanding of the link between theory and experiment. The study of Physics at A Level will allow students to appreciate how Physics has developed and is used in present-day society, and sustain and develop their enjoyment of and interest in Physics.

Assessment

AS Modules 1 and 2 each consist of one written paper. A2 Modules have a similar structure and all A2 written papers include a synoptic element. All practical examinations are carried out in the Physics laboratory. There is no coursework requirement for any of the modules.

Units of Study

- AS 1 Forces, Energy and Electricity (1¼ hour written exam)
- AS 2 Waves, Photons and Astronomy (1¼ hour written exam)
- AS 3 Practical Techniques (1 hour practical exam)
Data Analysis (1 hour written paper)
- A2 1 Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic & Nuclear Physics (2 hour written paper)
- A2 2 Fields, Capacitors and Particle Physics (2 hour written paper)
- A2 3 Practical Techniques (1 hour practical exam)
Data Analysis (1 hour written paper)

Skills and Attributes essential for success

Students must have at least a BB Grade in their Double Award GCSE Science.

Potential Career Pathways

The A Level award provides a basis for further study of Physics and related subjects at third level education, such as Applied Mathematics, Astronomy, Astrophysics and many of the branches of Engineering. An A level or AS award is relevant to subjects such as Computer Science, Pharmacy, Medicine, Biochemistry and Dentistry. The A level and AS awards also provide a basis for direct employment in the fields of Science, Engineering, Medicine and Information Technology.

It is essential to have studied at least Double Award GCSE Science and completed the Physics modules at Higher Tier. It is essential to have achieved a minimum of AB grade, with at least a B grade in the Physics terminal paper.

GCE Professional Business Services

Course Delivery: Unitised / Modular

Course Delivery

The course aims to encourage students to:

- develop their interest in and enthusiasm for professional business services, including developing an interest in further study and careers in the subject;
- develop and draw together different areas of knowledge, skills and understanding of different aspects of the subject;
- develop competence and confidence in a number of skills, including independent learning, creative thinking, practical, mathematical and problem-solving;
- carry out practical tasks and present their findings in different formats;
- appreciate the needs of business professionals operating in the marketplace of Northern Ireland and beyond.

Course Description

This course introduces students to a wide selection of topics relevant to prospective professional business service providers operating in Northern Ireland, the UK and beyond. The course is an industry-endorsed specification, appropriate for school leavers considering entry into bespoke business training programmes or apprenticeships as well as those seeking progression to relevant Higher and Further Education programmes.

Assessment

The course is a mixture of external and internal assessments

Units of Study

- | | |
|-----------|--|
| Unit AS 1 | Introduction to Professional Business Services |
| Unit AS 2 | Human Resource Services |
| Unit AS 3 | Financial Decision Making |
| Unit A2 1 | Technology in Business |
| Unit A2 2 | Leadership and Management |
| Unit A2 3 | Project Management Skills and Processes |

Skills and Attributes essential for success

Hard work, numerate, dedication, organisation, driven, decision making

Careers Pathways available

Accountancy, Consultancy, Banking, Teaching, Economist, Entrepreneur, etc

Pupils should have a Grade B or better at GCSE Religious Studies to allow progression to this GCE course

Course Delivery: Unitised / Modular

GCE Religious Studies



Find out more...
ccea.org.uk/religious_studies

Course Description

Religious studies at Post 16 level examines in detail three areas of study, New Testament: Luke's Gospel in detail, Synoptic themes and Global/Medical Ethics.

Units of Study

Textual Studies

AS 1 An Introduction to the Gospel of Luke.

Religion and Ethics

AS 2 Foundations of Ethics with Special Reference to Issues in Medical Ethics.

Textual studies

A2 1 Themes in the Synoptic Gospels.

Religion and Ethics

A2 2 Global Ethics.

Skills and Attributes essential for success

There is quite a lot of extra reading involved and it helps if you have a strong grasp of English.

Careers Pathways available

Law, Journalism, Teaching, Nursing

From the student's point of view:

Students Lauren and Odhran share their experiences with Religious Studies at A-Level.

<https://vimeo.com/392719733>



GCE Sociology

 @StPaulsSoc

Course Description

Studying sociology offers insights into social and cultural issues. It helps you develop a multi-perspective and critical approach to understanding issues around culture, identity, religion, crime, families and social power.

More than once during the course you're bound to ask yourself the question, "Why has society developed like this? With poverty, ignorance, crime and injustice."

You will learn a number of skills including the use of evidence to support your arguments, how to investigate facts, and critical thinking. It is relevant to the society you live in so you will enjoy learning about topics that are relevant to everyday life; plus it opens the door to a fantastic range of interesting careers.

There's no limit to the other subjects that you can take alongside Sociology. There's such breadth to the subject that it will complement just about anything. Students who study Sociology often also study History, English and Health & Social Care. Students, who want a career in any of the caring services, or in marketing or business, will find an understanding of sociology useful.

Sociology encourages learners to:

- acquire knowledge and a critical understanding of contemporary social processes and social changes
- appreciate the significance of theoretical and conceptual issues in sociological debate
- understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
- develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society
- develop a lifelong interest in social issues.

Units of Study

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A level qualification. This is a unitised specification which allows for an element of staged assessment. Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Unit 1: Acquiring Culture

Written examination: 1 hour 15 minutes

15% of A level qualification (37.5% of AS qualification, 15% of qualification)

Unit 2: Understanding Society and Methods of Sociological Enquiry

Written examination: 2 hours

25% of A level qualification (62.5% of AS qualification, 25% of qualification)

Unit 3: Power and Control

Written examination: 2 hours 25% of qualification

Unit 4: Social Inequality and Applied Methods of Sociological Enquiry

Written examination: 2 hours 15 minutes 35% of qualification

Skills and Attributes essential for success

Our A-level Sociology will help you develop a range of skills that will benefit you, whether you decide to go on to further study or the working world, including: the use of evidence to support your arguments, how to investigate facts and use deduction, critical thinking, making reasoned arguments, developing opinions and new ideas on societal issues, the ability to analyse and better understand societal issues.

Careers Pathways available

Law, Social Policy, Sociology, Psychology, Criminology, Marketing, Journalism, Teaching.



From the student's point of view:

Student Emily discusses the study of Sociology as a Post-16 subject.

<https://vimeo.com/392709945>

GCE Spanish

 Find out more...
ccea.org.uk/spanish

Course Description

Spanish at Post 16 level enables students to achieve oral and written proficiency in the language as well as to develop a deep appreciation of Spanish contemporary culture and literature.

At A Level students grow in confidence and work closely with the language assistant to build their knowledge, skills and passion for both language and the rich Hispanic culture.

Why choose Spanish?

Language learning can open up a world of opportunities to students. In today's global economy, employers are increasingly demanding that applicants can speak at least one additional language with Spanish being one of the most popular options. Spanish as a stand alone area for study at third level education can lead to a range of employment opportunities. However increasingly we are seeing students studying Spanish as a subsidiary subject in conjunction with disciplines such as Law and Medicine.

Assessment / Units of Study

This A Level requires students to complete all four units; 2 units at AS level and a further 2 units at A2 level

The examinations at both AS and A2 comprise of a speaking examination - during which students participate in a conversation spanning a range of topics. At AS they also make a presentation based on a nominated topic whereas at A2 they engage in a discussion on a preferred societal theme. Students will complete a written paper which is made up of a listening task, reading activities including translation work and an essay writing task.

The specification presents students with four themes:

At AS Level students study Relationships and Culture & Lifestyle. At A2 Level students study Young People & Society and Our Place in a Changing World. Students also have the opportunity to study a film or a literary text at AS Level, a literary text at A2 Level and either a cultural aspect, a historical period or region.

Skills and Attributes essential for success

We recommend that students achieve a very good GCSE standard before studying for AS and/or A2 Spanish.

Careers Pathways available

Consulate work, Teaching, Translating and Interpreting Work, Medicine with Spanish, Interpreting Work, Business with Spanish, Travel and Tourism, Marketing in Spanish, Media and Film with Spanish.

From the student's point of view:

Spanish student Aoife discusses her reasons for studying Spanish at Post-16.

<https://vimeo.com/392934789>



BTEC Extended Certificate Children's Play, Learning & Development

Course Description

This course equips students with the necessary knowledge and skills to prepare them for a career in the Childcare profession or to progress to higher and further education. Throughout the two years there will also be opportunities for students to participate in educational visits and listen to a range of guest speakers from the Child care profession as well as completing a certificate in Paediatric First Aid. Students are also required to complete work experience in an Early Years sector.

This course is equivalent to 1 GCE.

Units of Study

Students taking this qualification will study four units. Three of these units are mandatory and one unit is an optional unit. The three mandatory units are:

Unit 1: Children's Development – external examination.

Unit 2: Development of Children's Communication, Literacy and Numeracy Skills- externally assessed (Portfolio)

Unit 3: Play and Learning – internally assessed

Optional units – students complete 1 unit from the following all of which are internally assessed.

Unit 5: Keeping Children Safe

Unit 6: Children's Physical Development, Care and Health Needs

Unit 8: Working with Parents and Others in Early Years

Unit 11: The Early Years Foundation Stage

Assessment

There is a good balance between internally assessed units (portfolios) and externally assessed units (examinations). This may help you to work more efficiently and achieve your full potential in this subject as it enables you to plan work effectively and monitor your progress on a regular basis.

Careers Pathways available

A career which involves working with children, e.g. nursery nursing / education, primary school teaching, paediatric nursing, social work or many others.

GCE Physical Education

Course Description

Our AS/A level Physical Education specification has been designed to allow learners to develop an appreciation of physical education in a wide range of contexts. It is designed to integrate theory and practice with an emphasis on the application of theoretical knowledge.

Units of Study - AS (2 Units)

AS Unit 1: Exploring physical education

Written examination: 1¼ hours (24% of qualification)

AS Unit 2: Improving personal performance in physical education

Non-exam assessment (16% of qualification)

A level Units (AS units plus a further 2 units)

A2 Unit 3: Evaluating physical education

Written examination: 2 hours (36% of qualification)

A2 Unit 4: Refining personal performance in physical education

Non-exam assessment (24% of qualification)

Unit 1:

1. Exercise Physiology, Performance Analysis and Training - 1.1

Performance analysis / 1.2 Analysis of movement /

1.3 Musculo-skeletal system /

1.4 Preparation and training methods / 1.5 Energy systems, application, and recovery

2. Sport Psychology - 2.1 Personality / 2.2 Stress, arousal and anxiety / 2.3 Motivation and self-efficacy

3. Skill Acquisition - 3.1 Skill, ability, and learning

4. Sport and Society - 4.1 Sport, culture and the emergence of modern sport / 4.2 Social differentiation

Unit 2:

1. Exercise Physiology, Performance Analysis and Training - 1.1 / Short- and long-term effects of exercise / 1.2 Diet, nutrition, and performance / 1.3 Biomechanical principles

2. Sport Psychology - 2.1 Attitude 2.2 Aggression and social facilitation 2.3 Group dynamics and leadership 2.4 Attribution theory 2.5

3. Skill Acquisition 3.1 Information processing 26 4. Sport and Society 4.1 Ethics and deviance 27 4.2 Media, participation, and globalisation 28 4.3 Mass participation to elite sport

Potential Career Pathways

The Leisure industry has become a big business and has been considered as the fastest growing industry in the UK. Just some examples of employment in the leisure industry are listed below – Exercise Physiologist / Sports physiotherapist / Athletic Trainer / Sports coach / Sports instructor / Sports development officer / PE teacher / Sports Data Analyst or Statistician / Sports lawyer / Sports Journalism or Photography / Sports marketing, PR, communications, and social media.

A Level Physical Education is a well-respected, academic A Level and is considered to be a science subject by many major Universities.



Pearson BTEC Level 3 Sport (Performance and Excellence)

 @StPaulsPE_Sport

Find out more...
Search : Pearson BTEC Extended Sport

Course Description

These BTEC qualifications have been developed in the sport and active leisure sector to give learners the opportunity to enter employment in the sport and active leisure sector or to progress to higher education qualifications. They introduce the sector to learners looking to build a career in sport, within one of its occupational areas. These areas include careers in exercise and fitness, coaching and leadership, sports development and the outdoors.

This course provides progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

Pearson BTEC Level 3 National Extended Certificate in Sport (Single Award)

Size and structure –

- Equivalent in size to one A Level.
- 4 units of which 3 are mandatory and 2 are external.

The three mandatory units are:

- Unit 1: Anatomy and Physiology (external online exam)
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being (external)
- Unit 3: Professional Development in the Sports Industry.

Pearson BTEC Level 3 National Diploma in Sport (Double Award)

Size and structure –

- Equivalent in size to two A Levels.
- 9 units of which 6 are mandatory and 3 are external.
- Mandatory content (75%). External assessment (45%).

The six mandatory units are:

- Unit 1: Anatomy and Physiology (external online exam)
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being (external)
- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 22: Investigating Business in the Sport and Active Leisure Industry (external)
- Unit 23: Skill Acquisition in Sport



From the student's point of view:

Watch BTEC Sport students Conall and Jack speak about their experiences with the subject.

<https://vimeo.com/392683999>

Course Delivery: Linear / Terminal

GCE Technology & Design



Find out more...
ccea.org.uk/technology

Course Description

The AS and A2 specification requires students to demonstrate the application and understanding of:

- materials and components
- industrial and commercial practice
- quality
- health and safety
- systems and control
- products/outcomes and applications.

The AS and A2 specification requires students to:

- communicate ideas and information
- evaluate
- design
- plan
- make

Assessment / Units of Study

AS 1 Compulsory: Design and Materials

Option: Systems and Control - 50% of AS
or Product Design - 20% of A level

AS 2 Coursework - 50% of AS

Product Development - 20% of AS level

A2 1 Systems and Control or Product Design - 30% of A level

A2 2 Coursework: Product-System Design and Manufacture
- 30% of A level



From the student's point of view:

Watch our online video in which Year 14 student Venniz discusses her experiences with Technology & Design.

<https://vimeo.com/392421799>

GCE English Literature

Course Delivery: Unified / Modular

Course Description

Students must have studied GCSE English Literature and achieved at least a grade B

Assessment

AS course will be assessed at the end of Year 13. There will be an opportunity for re-sit in June of Year 14. A2 will be assessed at the end of Year 14.

Units of Study

Units of Study

AS1: The Study of Poetry (1900 – Present) and Drama

External examination (2 hours)

Poets studied – Seamus Heaney and Robert Frost

Play studied – 'The Crucible' by Arthur Miller

AS2: The Study of Prose (pre-1900)

External examination (1 hour)

Novels – One from;

'Wuthering Heights' by Emily Bronte

'Frankenstein' by Mary Shelley

'The Scarlet Letter' by Nathaniel Hawthorne

A21: Shakespeare

External examination

Play studied – 'King Lear'

A22: The Study of Poetry (pre-1900) and Unseen Poetry

External examination

Poet studied – John Donne

A23: Internal assessment

Coursework

2,500-word essay on two modern novels

Skills and Attributes essential for success

- The ability to write an informed response and communicate effectively.
- Show knowledge and understanding of the text and context in which they were written.
- Analyse the writer's methods such as structure, form and language.
- Respond to different critical interpretations.
- Explore connections between poems / texts.

Careers Pathways available

Teaching, Journalism, Law, Social Work, Media.



From the student's point of view:

Students Emily and Caoimhe discuss their experiences as A-Level English Literature students.

<https://vimeo.com/392914819>

GCE Geography

Course Description

A-level Geography builds upon the knowledge, understanding and skills gained at GCSE level. The specification has been designed to provide young people with the knowledge and skills they need to be independent and successful geographers in this rapidly changing world. It reflects the multidisciplinary nature of the subject, and the skills developed will improve employability across the physical and natural sciences. Positive attitudes and values towards the world are promoted, and throughout the course students will consider their own attitudes and those of others to the world around them. Progression through the course is clear with the choice and depth of content making the transition to higher level study achievable.

Assessment / Units of Study

AS 1: Physical Geography

Rivers, Global Biomes and Weather and Climate. External Exam – 1 hour 15 minutes. 40% of AS 16% of A2

AS 2: Human Geography

Population, Settlement and Development. External Exam – 1 hour 15 minutes. 40% of AS, 16% of A2.

AS 3: Fieldwork Skills and Techniques

Geographical Skills and Fieldwork Techniques.

External Exam – 1 hour. 20% of AS, 8% of A2.

A2 1: Physical Geography

Plate Tectonics and Ecosystems.

External Exam – 1 hour 30 minutes. 24% of A-Level.

A2 2: Human Geography

Cultural Geography and Tourism. External Exam – 1 hour 30 minutes. 24% of A-Level.

A2 3: Decision-Making in Geography

Compulsory Decision-Making exercise in the form of a Case Study. External Exam – 1 hour 30 minutes. 12% of A-Level.

Skills and Attributes essential for success

An inquisitive mind, a high work ethic, a desire to succeed, a sound understanding of English as essay-writing is required.

Careers Pathways available

A diverse range of career pathways is available to pupils who study this course. Examples include but are not limited to Teaching, Town Planning, Planning and Development Surveying, Environmental Consultant, Geographical Information Systems Officer, Cartographer.



Work experience

Work experience is a key aspect of the CEIAG Programme and plays a valuable role in confirming future career pathways. Students undertake placements in a variety of professional settings, facilitated by our many partners from a wide range of employment sectors.

In addition, students are encouraged to get involved in local volunteering programmes which enable them to meet new people, grow in confidence, gain new skills and make a genuine contribution to a better community.

Annual Senior Formal

The traditional highlight of Year 14 is the Annual Senior Formal which takes place early in the Autumn Term. This popular social occasion is an excellent opportunity for students and staff to let their hair down in an enjoyable and pleasant way. The formal is an event which is organised and co-ordinated by the Senior Students' Council and in recent years over £10000 has been raised for local charities.

Activities outside of the classroom



Students are encouraged to develop their creative and expressive talents through the many varied extra curricular activities which are offered by St Paul's staff. Through individual activities such as athletics, dance, outdoor pursuits, gymnastics and swimming, and team games which include Gaelic football, hurling, camogie, rugby, soccer, netball and basketball, students are encouraged to develop their physical and sporting skills in a constructive way which can be used at school and in the local community from which our students come.



Students are given regular opportunities to gain experience in performing publicly and in competitions. The award-winning St Paul's Choir continues to offer students first-class opportunities in choral events. Recent awards include SELB section winner in UTV School Choir of the Year and numerous trophies at local feiseanna. We are also fortunate to have their contribution at liturgical events organised throughout the school year.

The Musical and Dramatic Society offers students who have an interest in the performing arts excellent opportunities to take part in small dramatic productions and full school musicals, as well as regular visits to local and regional theatres. The weekly Drama Club boasts regular workshops from established actors, directors and theatre personnel, and plays an essential role in preparing students for local feiseanna and drama festivals. In recent years teams representing St Paul's have brought local, provincial and national success to the school, including

- Under 14, Under 16 and Under 18 Boys and Girls Gaelic Football Teams, who are regular Ulster champions and competitors at All-Ireland Level.
- The Junior and Senior Dance and Aerobic Teams, who over recent years, have achieved numerous accolades in the Northern Ireland Schools Dance Championships
- St Paul's Athletics Society, who continuously rank highly in individual and team competitions organised on a local, provincial and national basis.

Students are encouraged to become involved in the many cultural and expressive activities organised in St Paul's outside of class time.

The Music Department at St Paul's welcome students of all instrumental abilities to our many ensembles and musical groups including:

- School Orchestra
- Traditional Group
- School Rock Band
- String Quartet
- Wind Ensemble

St Paul's International Projects



Kenya

Since 2003, a strong link has been established through the St Patrick's Missionary Society, Kiltegan with Kaimana, a village in Kenya. Applications are invited each year from Year 13 students who are interested in visiting Kaimana with our School Chaplain and members of teaching staff, to see the work of the missionary fathers at first hand. The visit traditionally takes place in late January or early February of the student's Year 13.

While visiting Kaimanai, students have the opportunity to experience at first hand the work of the Kiltegan Fathers in Kaimana and to see for themselves the daily struggles that Kenyan students experience.

In recent years, students from St Paul's have raised over £250,000 which has been used to fund projects in schools in Kenya and in the fight against the spread of AIDS.

India

2020 saw the introduction of a new mission in St Paul's to Nongstoin, Meghalaya in North East India. This region is known as 'Scotland of the East' because of the mountains, the scenery and the climate, Meghalaya means 'Home in the clouds'.

Father Kevin Ward, native of County Meath, has been working there for over 50 years as both volunteer and later as a priest, he invited us to visit him and work with the primary school in his parish. Primary education is not free and teachers are very poorly paid as their wage depends on regular payment of the school fees. We work with the primary school teaching English and organising some alternative fun activities; art, music, sport and even science! We hope to be able to sponsor many more students and also assist with the teachers' wages. This area is not as developed as Western Europe, there is no wifi and the roads are 'rough', no four-star hotels or restaurants but there is running water and a wonderful welcome.

We use the universal language – a big smile.

Students and staff at St Paul's are fully committed to involvement in community activity and cultural awareness.

Notes

Notes





St Paul's High School

Ardscoil Naomh Pól

Principal: Mr J Burns, BEd, MEd, PQH

108 Camlough Road
Bessbrook
County Armagh
BT35 7EE

028 3083 0309
info@stpauls.bessbrook.ni.sch.uk

www.stpaulsbessbrook.org

 facebook.com/stpaulsbessbrook

 twitter.com/stpaulsbbrook

 youtube.com/stpaulsbessbrook

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 instagram/stpaulsbessbrook

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