



St Paul's High School

Ardcoil Naomh Pól
Quality education for all

Post 16



Post 16

Subject Choice 2026



St Paul's High School

Ardscoil Naomh Pól

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 1800 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.

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Quality education for all

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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 Dáithí Murray
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 Oonagh McArdle 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* = 5	Grade C* = 2
Grade A = 4	Grade C = 1
Grade B = 3	

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,
- (v) Your application counter-signed by the Principal, a Vice-Principal or a Senior Teacher to verify your attendance, behaviour and engagement record over the last five years.

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.

Our Mission Statement



Our Values

At St Paul's High School, we are a Catholic community which is part of a worldwide dynamic reality with the power to positively change lives, create futures, and enrich the lives of everyone in the school's wider community and society.

Our school, established in 1966, is founded on the ministry and message of Christ. We put the person at the centre of the education journey. We nurture development and we celebrate the unique talents of each individual.

We are committed to providing a quality education for all and inclusion is an integral part of our Christian message. St Paul's is an inclusive centre of learning where we listen, encourage constructive dialogue and support the development of mutual understanding of all faiths, cultures and backgrounds.

Truth, compassion, integrity and kindness are the guiding principles that shape our relationships with each other and provide a code for our conduct within school and when with our families and community.

In St Paul's, we recognise that upholding and protecting the dignity, self-esteem and selfworth of the individual is what provides a learning and teaching environment that enables human potential to flourish.

We fully embrace Shared Education and recognise the educational and social benefits to our learners, the promotion of equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion which sharing can provide.

Our outreach programmes at home and abroad are well established and reflect a school community that is compassionate in pursuit of the common good and care for the marginalised; and the welfare of all in the school community and beyond.

We encourage openness to dialogue with our learners which influences and shapes the school community. In so doing, we create confident, capable, critical thinkers who are ready to contribute to and shape their world.

Our Vision - our destination

St Paul's will be a Catholic, person-centred school recognised for quality education for all, where every pupil's dignity and unique gifts flourish.

Our pupils will leave as confident, capable, critical thinkers who live truth, compassion, integrity and kindness.

We will be a leading partner in Shared Education and community outreach, shaping a kinder, fairer society.

Our Mission - our purpose and practice

Our mission is what we do every day to realise the vision. We place each pupil at the centre of learning and work together to deliver:

- Excellent teaching and strong pastoral care.
- A broad, balanced curriculum with clear academic, vocational and enrichment pathways.
- Inclusion in practice, removing barriers and providing effective support for additional needs.
- A safe, caring environment that safeguards wellbeing and builds positive behaviour.
- Meaningful partnerships with families, parishes, employers, universities and the wider community.
- Shared Education that promotes equality of opportunity, respect for diversity and good relations.
- High-quality professional learning and shared leadership for all staff.
- Open dialogue and pupil voice, clear communication, and evidence-informed continuous improvement.

Our Aims - what we intend to achieve

1. Live our Catholic ethos

To be a Christ-centred, person-centred community, living the Gospel values and celebrating the richness of Irish cultural heritage while respecting all traditions.

2. Place each pupil at the centre

To recognise and nurture every pupil's unique gifts, upholding their dignity, self-esteem and self-worth, and fostering truth, compassion, integrity and kindness.

3. Provide quality education for all

To offer a broad and balanced curriculum with clear academic, vocational and enrichment pathways, strong support for pupils with additional needs, and the removal of barriers to learning.

4. Raise expectations and achievement

To deliver excellent learning and teaching, set ambitious standards, and equip pupils to become confident, capable, critical thinkers who make informed and responsible choices.

5. Embrace inclusion and Shared Education

To promote equality of opportunity, respect for diversity, good relations and community cohesion through meaningful collaboration with partner schools.

6. Strengthen partnerships and outreach

To work closely with families, parishes, employers, universities and the wider community, and to sustain outreach at home and abroad in service of the common good and care for the marginalised.

7. Invest in staff and shared leadership

To support high-quality professional learning, share effective practice and resources, and develop leadership at all levels within a culture of trust and collaboration.

8. Ensure a safe, caring environment

To provide a pupil-centred school that safeguards wellbeing, builds cheerful co-operation and positive behaviour, and enables every member of the community to flourish.

9. Communicate, celebrate and improve

To listen and act on pupil voice, communicate clearly, celebrate success, use evidence well and commit to continuous reflection and improvement.

CEIAG

Careers Education,
Information, Advice
and Guidance



Careers Education, Information, Advice and Guidance (CEIAG) is a central part of life at Key Stage 5 in St Paul's. As you begin to consider your A Level choices, my aim is to ensure you feel informed, supported and confident about your next steps.

As a Year 12 student, you will be supported in making your Post 16 choices through Careers lessons, information sessions, Parent-Teacher Meetings and a one to one Careers Service NI interview.

CEIAG continues throughout Key Stage 5 with dedicated lesson time: one period per week in Year 13 and two periods per week in Year 14, giving you regular opportunities to explore your interests, understand your strengths and prepare for your future.

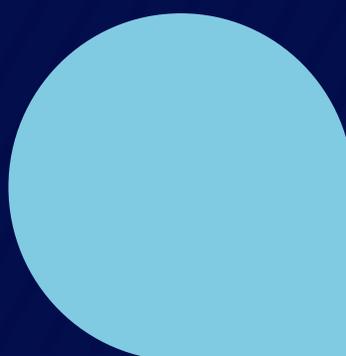
Throughout Key Stage 5, you will benefit from:

- individual careers guidance interviews
- visits to university and college open days
- career focused workshops with employers, universities and training providers
- mock interviews with a range of employers and professionals
- meaningful work experience
- support with UCAS applications, including using the UCAS Hub to support you through the entire decision making and application process, from exploring courses and apprenticeships to planning and structuring your personal statement
- guidance on Higher Level Apprenticeships
- opportunities to enter careers enhancing competitions
- advice on Talented Athlete Scholarship schemes
- use of People Hawk, an AI powered employability platform that helps you understand your strengths, build a digital skills profile and present your potential effectively in applications

The Careers Suite provides a modern, supportive space where you can research pathways and plan your next steps.

My role is to help you understand your aspirations, set goals, build your skills and make informed choices about Higher Education, apprenticeships or employment. Entering Key Stage 5 is an exciting time, and I look forward to supporting you as you prepare for the future.

Ms Deirdre Grant
Director of CEIAG



The Subjects

GCE Art & Design

Course Delivery: Unified / Modular

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



Want to hear what our students have to say about GCE Art & Design?

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 A grade in the Biology terminal paper.

Want to hear what our students have to say about GCE Biology?



Level 3 Cambridge Technical Extended Certificate in Business

Course Delivery: *Unitised / Modular*



Want to hear what our students have to say about Level 3 Cambridge Technical Extended Certificate in Business?

Course Delivery

Cambridge Technicals are vocational qualifications that are designed to give you a work-focused alternative to A Levels. They have 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

There are three optional units and two mandatory units. In total there are five units - three coursework units and two exams.

Units of Study

In order to receive the full Extended Certificate in Business, the units below are delivered by our department. There are three mandatory units which must be completed in order for students to achieve the award and we have selected Unit 11 and Unit 17 as the other two optional units. There are two units to be completed in year 13. For the new intake of students, we will be completing Unit 1 The Business Environment (Mandatory) and Unit 4 Customers and Communication (Mandatory). In year 14 students complete the remaining 3 units - 1 exam Unit 2 and 2 coursework's - Unit 4 and Unit 17. Year 14 is quite intense with students moving on from one coursework to the other.

Unit 1 A/507/8148 - The Business Environment (Exam -Year 13) - Mandatory

Unit 2 F/507/8149 - Working in Business (Exam - Year 14) - Mandatory

Unit 4 A/507/8151 - Customers and Communication (CW - Year 14) - Mandatory

Unit 11 H/507/8158 - Accounting Concepts (CW - Year 13) - Optional unit selected by centre

Unit 17 T/507/8164 - Responsible business practices (CW - Year 14) - Optional unit selected by centre

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.

Want to hear what our students have to say about GCE Chemistry?



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 an A grade in the Chemistry terminal paper.

The CCEA GCE Chemistry specification encourages students to appreciate how society makes decisions about scientific issues and how chemistry contributes to the success of the economy and society.

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

In the AS units, students build on their GCSE learning about physical and inorganic chemistry. They are also introduced to the basic concepts in organic chemistry. Students carry out prescribed practicals that allow them to develop their practical skills.

Students who continue to A2 develop their AS knowledge and progress to studying higher level concepts, equipping them to learn about analytical chemistry, transition metals, electrochemistry and organic nitrogen chemistry. Prescribed practicals are incorporated into the A2 content, enabling students to develop higher order practical skills.

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

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 an A grade in the Chemistry terminal paper.



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.

BTEC National Extended Certificate (Single Award)

Construction and the Built Environment
Level 3
Pearson

Year 13

- Construction Principles (external exam)
- Health and safety

Year 14

- Construction Design (external exam)
- Construction Technology

ALL OF THESE UNITS ARE COMPULSORY. THERE ARE NOT OPTIONAL UNITS FOR SINGLE AWARD.



Want to hear what our students have to say about BTEC Construction and the Built Environment?

BTEC National Diploma (Double Award)

Construction and the Built Environment
Level 3
Pearson

Year 13

- Unit 1 – Construction Principles (external exam)
- Unit 5 – Health and safety
- Unit 7 – Graphical Detailing
- Unit 17 – Projects in construction
- Unit 41 – Renewable Energy for Housing

Year 14

- Unit 2 – Construction Design (external exam)
- Unit 4 – Construction Technology
- Unit 8 – Building Regulations
- Unit 6 – Surveying *This is after school and delivered by the SRC*
- Unit 9 – Management of a Construction Project

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.

GCE Digital Technology

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.

In the AS units, students explore approaches to the development of complex digital technology systems, the key stages in the process and the outputs produced. They also develop knowledge and understanding of the fundamentals of any digital technology system, such as data representation, computer architecture, software and the user interface.

Students who continue to A2 develop knowledge and understanding of concepts such as computer networks, databases, mobile technologies, cloud computing, legislation, and moral and ethical issues. They apply their skills, knowledge and understanding to develop an application that solves a problem for a specified client.

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

Want to hear what our students have to say about GCE Digital Technology?



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 - 30%

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, Trócaire etc



Want to hear what our students have to say about GCE French?

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



Want to hear what our students have to say about GCE Health & Social Care?





GCE History

Course Delivery: Linear / Terminal

To study GCE History we would recommend students to have obtained a minimum B grade in their GCSE History or for students without GCSE History an A grade in English Literature is desirable.

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.



Want to hear what our students have to say about GCE History?

GCE Performing Arts

Overview

This Performing Arts aims to encourage students to develop knowledge and understanding of:

- The techniques and approaches required in one or more performing arts areas of study;
- Working methods linked to industry practice;
- How their own skills and aptitudes could be best employed in further study and/or work within related sectors;
- The breadth of the sector through exploring its products and processes;
- The outcomes of industry practice in terms of people, products, services and contexts; and
- Social, cultural and historical influences.

Specification Summary

AS 1: Developing Skills & Repertoire

Internally assessed. Externally moderated. A portfolio, including a summary of research, skills audit, record of work, risk assessment, either live performance or production and presentation, and evaluation.

60% of AS, 24% of A Level

AS 2: Planning and Realising a Performing Arts Event

Externally set pre-release stimulus material. Externally assessed. Supporting document in three sections produced under controlled conditions. Live performance and/or presentation.

40% of AS, 16% of A Level

A2 1: Planning for Employment

Internally assessed. Externally moderated. A record of work, including a written report in three sections, promotional portfolio and evaluation.

60% of A2, 36% of A Level

A2 2: Performing to a Commission Brief

Externally set pre-release stimulus material. Externally assessed. A record of work, including a research report, summary of findings, evidence of tasks completed and evaluation. The evaluation is to be produced under controlled conditions. Live performance and/or presentation.

40% of A2, 24% of A Level

Want to hear what our students have to say about GCE Performing Arts?





Course Delivery: Linear / Terminal

GCE Irish

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.



Want to hear what our students have to say about GCE Irish?

Course Delivery: Linear / Terminal

Level 3 Cambridge Technical Extended Certificate in IT

OCR
Oxford Cambridge and RSA

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 also be selected by the department.

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.

Want to hear what our students have to say about Level 3 Cambridge Technical Extended Certificate in IT?





Course Delivery: Linear / Terminal

GCE Music

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.



Want to hear what our students have to say about GCE Music?

GCE 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 essential students have achieved an A grade in their GCSE Mathematics by completing the modules M4 and M8. 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

- AS 1 Pure Mathematics (60% of AS; 24% of A-Level)
- AS 2 Applied Mathematics - Mechanics and Statistics (40% of AS; 16% of A-Level)
- A2 1 Pure Mathematics (36% of A-Level)
- 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

Want to hear what our students have to say about GCE Mathematics?



GCE Environmental Technology

How It Works

Course Description

The CCEA GCE Environmental Technology course emphasises the importance of managing our planet's resources more effectively. Students will explore sustainable living practices and the use of renewable energy technologies. This course is available at two levels: AS and A2.

Units of Study

AS Level:

- The Earth's Capacity to Support Human Activity: This unit covers the impact of declining fossil fuel supplies and explores renewable energy technologies such as wind, solar, and biomass.
- Renewable Energy Technologies: Students will apply their knowledge in a practical context, researching and evaluating renewable energy sources and producing a technical report.

A2 Level:

- Building and Managing a Sustainable Future: This unit focuses on the theory and practice of enhancing the environmental performance of buildings.
- Environmental Building Performance and Measurement: Students will produce a technical report based on the nine elements of the Code for Sustainable Homes.

Course Breakdown and Weightings

AS Level:

- Unit AS 1: The Earth's Capacity to Support Human Activity
Assessment: Written examination
Weighting: 40% of AS, 20% of A level
- Unit AS 2: Renewable Energy Technologies
Assessment: Internal assessment (technical report)
Weighting: 60% of AS, 30% of A level

A2 Level:

- Unit A2 1: Building and Managing a Sustainable Future
Assessment: Written examination
Weighting: 40% of A2, 20% of A level
- Unit A2 2: Environmental Building Performance and Measurement
Assessment: Internal assessment (technical report)
Weighting: 60% of A2, 30% of A level

Careers Pathways available

Graduates of the GCE Environmental Technology course can pursue various career paths, including:

- Environmental Consultant
- Renewable Energy Engineer
- Sustainability Manager
- Environmental Scientist
- Urban Planner
- Green Building Designer



Want to hear what our students have to say about GCE Environmental Technology?

POWERBASE 32

Course Delivery: Linear / Terminal



GCE Physics

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)

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 an A grade in the Physics terminal paper.

Want to hear what our students have to say about GCE Physics?





GCE Professional Business Services

Course Delivery: Unified / Modular



Want to hear what our students have to say about GCE Professional Business Services?

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

The CCEA GCE Professional Business Services (PBS) specification aims to close the skills gap in a growing area of the economy that provides exciting opportunities for suitably qualified and skilled workers.

The qualification has two internally assessed units and four externally assessed units. The AS internal assessment unit is based on a case study that is released annually. Students demonstrate the skills a PBS consultant needs to advise businesses on improving their human resource management. The other AS units introduce the PBS sector and the skills required to make effective financial decisions.

The A2 units cover three key aspects: technology, leadership and management, and project management skills and processes. The A2 internal assessment unit explores the stages of successful project management. Students engage with businesses to develop and use their experience to plan and ideally execute a one-off project.

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

Assessment

The course is a mixture of external and internal assessments

Units of Study The specification has six units:

- AS 1 Introduction to Professional Business Services (Exam)
- AS 2 Human Resource Services (Coursework)
- AS 3 Financial Decision Making (Exam)

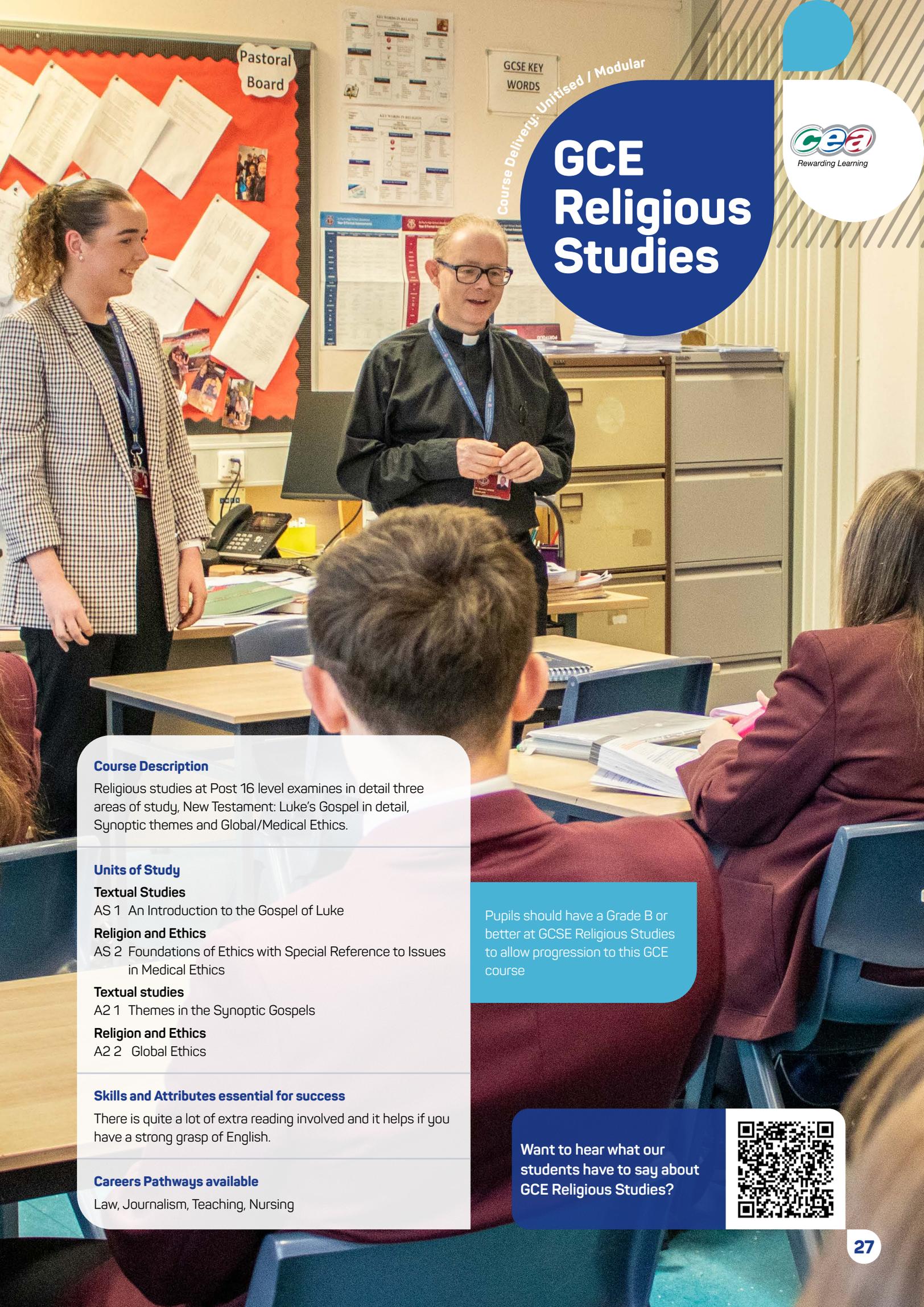
- A2 1 Technology in Business (Exam)
- A2 2 Leadership and Management (Exam)
- A2 3 Project Management Skills and Processes. (Coursework)

Skills and Attributes essential for success

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

Careers Pathways available

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



Course Delivery: Unitised / Modular

GCE 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

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

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

Want to hear what our students have to say about GCE Religious Studies?



GCE Sociology

Course Delivery: Linear / Terminal



Want to hear what our students have to say about GCE Sociology?

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

Pupils should have a Grade B or better at GCSE English Language for entry to AS Sociology

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.

GCE 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.

To study A-Level Spanish it is necessary to achieve Grade B at GCSE Spanish Higher Level and this is at discretion and guidance of your teacher, however a Grade A at GCSE is advised.

Want to hear what our students have to say about GCE Spanish?



Level 3 AAQ BTEC National in Early Childhood Development (Extended Certificate) - A Level Equivalent

Course Description

This course is designed for post-16 students with an interest in Education and Early Years and aiming to progress to higher education as a route to graduate level employment.

This course covers topics such as children's development, keeping children safe, research into current policy and provision and the role of reflection, and also the concept of learning through play. The course is equivalent to one A level and is suitable for students looking to develop their applied knowledge and skills in Education and Early Years as part of a study programme alongside other A Levels.

What will I learn?

You will study 4 units over 2 years, this includes two externally assessed units and two internally assessed units.

The qualification has four mandatory units covering the following topics:

- Children's Development – Children's developmental progress from birth up to eight years, including the theories, principles and factors relating to development, and the potential impact of a range of factors on a child's progress through the developmental milestones
- Keeping Children Safe – Health and safety and safeguarding responsibilities of an individual working in an early years setting; emergency best practices and when to address concerns about a child's welfare
- Play and Learning – The concept of play, the influence of theories and approaches to play, and the benefits of play and learning activities for children
- Research and Reflective Practice – The influence of research findings on policy and provision for children and how this influences the behaviours and expectations of an individual working in an early years setting.

Where will it take me?

You will develop a wide range of skills and knowledge that will enable you to either progress onto Higher Education or possibly into early years settings and education facilities. Also into children's nursing and social work courses. The course also carries UCAS points towards studying a whole range of different degrees at university which are not necessarily directly linked to education or early years.

Which subjects will complement this qualification?

The following subjects would be suitable to combine with this qualification:

- Sociology
- Biology
- English

What further learning will this qualification lead to?

- Nursing – BSc (Hons) Adult Nursing, Nursing – Child – BSc (Hons)
- Teacher Training – Childhood and Early Years Studies BA (Hons)
- Social Work – BA (Hons) Social Work
- Psychology – Psychology BSc (Hons)



Want to hear what our students have to say about Level 3 AAQ BTEC National in Early Childhood Development?

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: 1¾ 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

3. Skill Acquisition

- 3.1 Information processing

4. Sport and Society

- 4.1 Ethics and deviance
- 4.2 Media, participation, and globalisation
- 4.3 Mass participation to elite sport

Course Delivery: Unitised / Modular

GCE Physical Education



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.

Want to hear what our students have to say about GCE Physical Education?



BTEC Level 3 Sport (Performance and Excellence)



Want to hear what our students have to say about BTEC Level 3 Sport (Performance and Excellence)?

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.
- There are four assessed units, 3 are mandatory, 1 is selected internally. 2 of these units of study will be assessed via an external exam.

The three mandatory units are:

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

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

Size and structure –

- Equivalent in size to two A Levels.
- Nine units of which six are mandatory and three are external.
- Mandatory content (75%). Externally assessed exam (45%).

The six mandatory units are:

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

GCE Technology & Design

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 Paper 1 Core area of study

Paper 2: Specialist area of study (Product Design)

Weighting: 50% of AS / 20% of A -Level.

AS 2 Coursework: Product Development 50% of AS

20% of A Level

A2 1 Systems & Control or Product Design, Written

examination 30% of A Level

A2 2 Coursework Product Design & Manufacture 30% of

A Level

Additional Information:

Choosing GCE Technology and Design (CCEA) is a rewarding path for those passionate about innovation, but it requires a clear understanding of the intensive workload ahead. The core of this specification is the Controlled Assessment (Unit AS 2 and Unit A2 2), which demands significant time management and consistent effort outside of standard classroom hours.

To succeed, students must possess a high level of sketching and technical drawing ability. You will be expected to communicate complex design iterations through freehand sketching, rendering, and detailed 2D/3D technical drawings. These aren't just artistic exercises; they are essential tools for documenting the design process and justifying your engineering solutions.

The submission process is rigorous, involving a comprehensive design portfolio and a high-quality manufactured prototype. Because the marks are heavily weighted toward these practical elements, there is no "down-time." Commitment to precision and a proactive approach to the coursework are vital for achieving top grades in this subject.

In order to gain entry into technology and design in KS5 pupils must have achieved a minimum grade C in unit 2 at GCSE.

AS2 Coursework

(10-page design portfolio and manufacturing task.)

A2 2 Coursework

(20-page design portfolio and manufacturing task.)

Potential Career Pathways

- Mechanical/Aerospace Engineering
- Product Designer
- CAD Technician
- Manufacturing Engineer
- Graphic Designer
- UX Designer

Want to hear what our students have to say about GCE Technology & Design?



GCE English Literature

Course Delivery: Unitised / Modular

Course Description

Students must have achieved at least a grade B in English Literature and a grade A in English Language

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

'A Streetcar named Desire' by Tennessee Williams

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.



Want to hear what our students have to say about GCE English Literature?

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.

Want to hear what our students have to say about GCE Geography?



The Post-16 Experience





Post 16 Enrichment Programme



The list below shows an extensive range of enrichment courses. Any future courses will be driven by student choice. So, if you feel there is a course which should be included in future enrichment programmes, please be sure to let me know.

Enrichment activities/courses currently on offer:

- Sign Language
- Young Enterprise
- Careers Workshops
- Coding and Games Development
- First Aid
- Fitness classes
- Cookery Survival
- Public Speaking Training
- Mentoring – DEN
- Pilates
- Touch Typing Masterclass
- Matters Workshop
- Time Management Workshop
- Literacy Support – DEN
- Year 9 Lunchtime Club
- Cookery Supervision
- Couch to 5K
- Charity Fundraising
- Guitar Lessons
- Politics in Action

Enrichment at St Paul's is an opportunity for our AS level students to broaden their horizons, develop skills, and cultivate personal and social qualities such as commitment, good citizenship, initiative, leadership, and team spirit.

The enrichment activities can help our students realise transferable skills which can help them achieve at the highest level both academically and in their talents outside the classroom. Enrichment helps students with the transition from studying up to ten subjects in Year 12 to three for A-level in Year 13. AS level students are afforded study periods within their timetable and during these times they are encouraged to partake in activities/courses which our staff and outside agencies very kindly offer.

These activities/courses are opportunities for students to develop their individual skills and qualities and pursue their interests beyond the curriculum which will strengthen their character and equip them for future employment opportunities, trips abroad, university life and becoming a valuable 21st century citizen.

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Our Year 13 students are encouraged to embrace the enrichment opportunities at St Paul's and attempt an activity which may be considered outside their comfort zone to potentially reveal hidden talents, develop confidence, and learn new skills which could lead to a career path they never envisaged. We hope you are excited by the range of enrichment programmes St Paul's offers and look forward to meeting you soon to help organise your tailored enrichment programme.

Notes

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Quality education for all