



# St Paul's High School

Ardcooil Naomh Pól

*Quality education for all*

# Post 16

Post 16 Prospectus 2018-19





# 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..

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# Contents

Welcome	2+3
Mission Statement	4
Our Vision	4
Aims of the School	4
Post 16 enrichment programme	5
Careers Education, Information, Advice and Guidance (CEIAG)	6
GCE Art & Design	8
GCE Biology	9
Level 3 Cambridge Technical Introductory Diploma in Business	10
GCE Chemistry	11
BTEC Construction and the Built Environment	12
GCE Digital Technology	13
GCE French	14
GCE Health & Social Care	15
GCE History	16
GCE Food Science & Nutrition	17
GCE Irish	18
Level 3 Cambridge Technical in IT	19
GCE Music	20
GCE Mathematics	21
GCE Physical Education	22
GCE Physics	23
GCE Professional Business Services	24
GCE Religious Studies	25
GCE Sociology	26
GCE Spanish	27
BTEC Extended Diploma in Sport	28
GCE Technology & Design	29
GCE English Literature	30
St Paul's International Projects	32
Activities outside of the classroom	33



# 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 Laura Hollywood**  
Heads of Years 13 & 14



## Entrance Criteria to Post 16 Study

- Six GCSEs or more, Grades A\* to C.
- Four GCSEs or more, Grades A\* to C for entry to Post 16 BTEC Sport.
- A grade B is recommended in subjects requested for Post 16 study
- GCSE English and GCSE Mathematics A\* to C is desirable.

# 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.

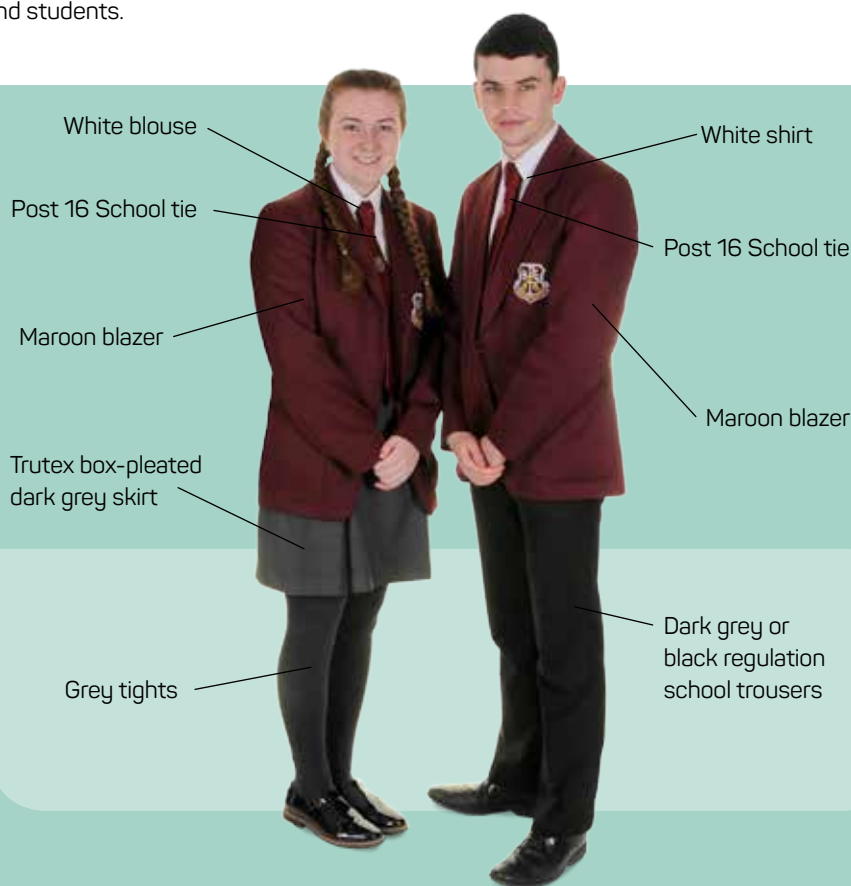
## Our Vision

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 School Uniform



# 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
- Interview Skills training
- Mock interview preparation
- Student Finance
- University visits
- Labour market research





# the Subjects

# GCE Art & Design

Find out more...  
[ccea.org.uk/artanddesign](http://ccea.org.uk/artanddesign)

## 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 in excess of 1,500 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, 25% of overall award

AS 2 Working to a Stimulus - 50% of AS, 25% of overall award

A2 1 Personal Investigation - 50% of A2, 25% of overall award

A2 2 Working to a Stimulus - 50% of A2, 25% 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 student Aislynn Bagnall discuss Art and Design at Post 16 in St Paul's

[www.vimeo.com/60179822](http://www.vimeo.com/60179822)

# 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



From the student's point of view:

Student Aoife Malone discusses her reasons for choosing Biology as a Post 16 option

[www.vimeo.com/60547207](http://www.vimeo.com/60547207)

# Level 3 Cambridge Technical Introductory Diploma in Business

Course Delivery: Unites / Modules

## 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 task-based, so you won't need to take exams to achieve Cambridge Technical qualifications.

## 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 over 35 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.

## Assessment

This course is 100% portfolio based. There are no terminal exams.

## Units of Study

There are two mandatory units:

Unit 1: Business Environment

Unit 2: Business Resources

Plus a number of additional optional units which will be confirmed later.

## Skills and Attributes essential for success

If you prefer to learn in a way that's practical and work-related, then Cambridge Technicals are ideal. The great thing about them is that they keep your options open – so if you're not fully convinced that a vocational way of learning is right for you, Cambridge Technicals keep the door open for a move to higher education further down the line.

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

### Year 1 AS

AS 1 Basic concepts in physical and inorganic Chemistry.

AS 2 Further Physical and Inorganic and an introduction to Organic Chemistry.

Each theory paper is worth 24%.

AS 3 A practical paper combined with the practical skills exam is worth 8%.

### Year 2 A2

A2 1 Further Physical and organic Chemistry.

A2 2 Analytical, Transition metals, Electrochemistry and organic Nitrogen Chemistry. Each theory paper worth 24% and practical paper combined with the practical skills exam is worth 12%.

## 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



### From the student's point of view:

Students Blaine Malone and Ciara McDonnell speak about their experiences of A Level Chemistry

[www.vimeo.com/60751943](http://www.vimeo.com/60751943)

# BTEC Construction and the Built Environment

Course Delivery: *United / Modular*

Find out more...  
Search : Pearson BTEC Construction and Built Environment 2017

## Course Description

This course is designed for pupils who are interested in learning about the construction sector with a view to progressing to a wide range of higher education courses, not necessarily in construction related subjects.

## Assessment

Both single award and double award courses are assessed through 100% course work, which is externally sampled every year.

## Units of study for Single award, Subsidiary Diploma in Construction

**3 Units are completed in Year 13 and 3 units in Year 14.**

1. Health, Safety and Welfare in Construction and the Built Environment. *Year 13*
2. Sustainable Construction. *Year 14*
3. Mathematics in Construction and the Built Environment. *Year 13*
4. Science and Materials in Construction and the Built Environment. *Year 13*
5. Construction Technology and Design in Construction and Civil Engineering. *Year 14*
6. Building Technology in Construction. *Year 14*

## Units of study for Double Award Diploma in Construction

**3 Units are completed in Year 13 and 6 units in Year 14.**

1. Health, Safety and Welfare in Construction and the Built Environment. *Year 13*
2. Sustainable Construction. *Year 14*
3. Mathematics in Construction and the Built Environment. *Year 13*
4. Science and Materials in Construction and the Built Environment. *Year 13*
5. Construction Technology and Design in Construction and Civil Engineering. *Year 14*
6. Building Technology in Construction. *Year 14*
7. Project Management in Construction and the Built Environment. *Year 13*
8. Graphical Detailing in Construction and the Built Environment. *Year 14*
10. Surveying in Construction and Civil Engineering *Year 13*
15. Building Surveying in Construction. *Year 14*
17. Building Regulations and Control in Construction *Year 13*
18. Computer-Aided Drafting and Design for Construction *Year 14*

## 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 and 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, or a level two equivalent.

### 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



From the student's point of view:

Student Áine Rafferty discusses the study of ICT as a Post 16 option

[www.vimeo.com/60824273](http://www.vimeo.com/60824273)

# 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.

## Assessment

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

The French A' level exam consists of 3 exam units:

Paper 1: Listening, Reading and Writing - 2hrs 30 - 100 marks - 50% of A' level.

Paper 2: Writing: 2hrs - 80 marks - 20% of A' level.

Paper 3: Speaking: 25mins - 60 marks - 30% of A' level.

## 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:

Student Emma Murphy discusses her study of French at Post 16 and the career opportunities it afforded her

[www.vimeo.com/60750947](http://www.vimeo.com/60750947)



## 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

- AS 1 Written report based on a health, social care or early years setting that you have experienced
- AS 2 Written report based on communication in a health, social care or early years setting
- AS 3 Health & Well-being: 2-hour external examination paper
- A2 1: Providing Services: 2-hour external examination paper
- A2 2 A report on Health Promotion
- A2 3 Supporting the Family: A review of changes to family structures or Body Systems and Physiological Disorders.

## 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](http://ccea.org.uk/hsc)

# GCE History

Find out more...  
[ccea.org.uk/history](http://ccea.org.uk/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 (2 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](http://www.vimeo.com/60179825)

# GCE Food Science & Nutrition

## 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.

# GCE Irish

 @GaeilgeASNP

Find out more...  
[ccea.org.uk/irish](http://ccea.org.uk/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), Grammar Exercises and Extended Writing (Essay)
- A2 1 Speaking
- A2 2 Listening, Reading, Translation (English to Irish), Grammar Exercises and 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:

Student Niamh Hughes speaks about choosing A Level Irish and her experiences studying the subject

[www.vimeo.com/60179829](http://www.vimeo.com/60179829)

Course Delivery: Linear / Terminal

# Level 3 Cambridge Technical in IT

**OCR**  
Oxford Cambridge and RSA

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

## Course Description

The Cambridge Technical in IT Level 3 will suit pupils who excel in coursework. The course is an extension to GCSE ICT.

## Assessment

The pupil will submit three practical units in Year 13 and three practical units in Year 14.

## Units of Study

Unit 1 Communication and Employability Skills for IT  
Unit 2 Information Systems  
Unit 12 Website Production  
Unit 19 Spreadsheet Modelling  
plus two other units. This qualification is 100% coursework.

## Skills and Attributes essential for success

Pupils must have a love of using computer software to produce an end product. They must also have skills in the use of office software as well as graphic design, web design, games and multimedia software.

## Careers Pathways available

You will gain skills that are required for the 21st Century which will equip you for further education and the world of work. You will be able to continue into further education or go directly into the world of work in the IT industry.

# GCE Music

 @Music\_StPauls

Find out more...  
[ccea.org.uk/music](http://ccea.org.uk/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

- Grade 4 instrumental, vocal (including Irish Traditional Music)
- An understanding of basic harmonic progression and staff notation

## 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.

Maths Vocabulary

Course Delivery: Linear / Terminal



# GCE Mathematics

@StPaulsMaths

Find out more...  
[ccea.org.uk/mathematics](http://ccea.org.uk/mathematics)

## Course Description

This is a new specification for first teaching from September 2018. 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%).

Students should have at least a Grade B in GCSE Mathematics. 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 communication, application of number, working with others, improving your own learning and problem solving.

## 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.

## Units of Study

- 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 essential for success

- 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.

## Careers Pathways available

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

## From the student's point of view:

Past pupil Miceál Murphy studied A Level Mathematics at St Paul's and subsequently at Queen's University, Belfast. In this video Miceál speaks about why he chose Mathematics as an A Level subject.

Sadly, Miceál died in 2015 and we have kept this video online as a tribute to Miceál's enthusiasm and passion for Mathematics. We mourn the loss of an exemplary pupil.

[www.vimeo.com/60648818](http://www.vimeo.com/60648818)



# GCE Physical Education

Find out more...  
search: wjec PE AS/A 2009



## Assessment / Units of Study

### AS (2 Units)

- AS Unit 1 Exploring physical education  
Written examination (1¼ hours)  
24% of qualification - 72 marks  
To assess all AS subject content  
Question types - Contextualised questions to include multiple choice, data response, short and extended answers
- AS Unit 2 Improving personal performance in physical education  
Non-exam assessment  
16% of qualification - 48 marks  
To assess
- practical performance in one activity as a player/performer
  - practical performance as a coach or official
  - Personal Performance Profile

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

- A2 Unit 3 Evaluating physical education  
Written examination (2 hours)  
36% of qualification - 90 marks  
To assess all A level subject content  
Question types - A range of questions to include data response, short and extended answers
- A2 Unit 4 Refining personal performance in physical education  
Non-exam assessment  
24% of qualification - 60 marks  
To assess
- practical performance in one activity as a player/performer, coach or official
  - Investigative Research

### Skills and Attributes essential for success

It would be advantageous for students to be an effective player/performer in one of the approved sports/activities listed by WJEC, and have some experience of coaching and/or officiating in sport.

### Careers Pathways available

Sports science, PE teacher, Physiotherapist, Professional sports person, Sports coach/consultant/development, Sports policy at local and national level, Diet and fitness instructor, Personal trainer, Sports Therapist, Sports Massage



# 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)

## 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.

# GCE Professional Business Services

Course Delivery: Unified / 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

Course Delivery: Unitised / Modular

# GCE Religious Studies



Find out more...  
[ccea.org.uk/religious\\_studies](http://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

# GCE Sociology

 @StPaulsSoc

Find out more...  
AQA 7191-7192-SP-2015 PDF

## 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.

## Assessment

This is a linear qualification therefore the specification is designed to be taken over two years with all assessments taken at the end of the course (A2 Year).

At A-level there are three exams, each accounts for one third of your A-level. The three exams last two hours and are worth 80 marks each. The exams consist of a mixture of short answer and extended writing questions.

## Units of Study

- Paper 1** Education with Theory and Methods  
2 hour written exam - 80 marks / 33.3% of A-level
- Questions Education: short answer & extended writing (50 marks)  
Methods in Context: extended writing (20 marks)  
Theory and Methods: extended writing (10 marks)
- Paper 2** Topics in Sociology Family/Media  
2 hour written exam - 80 marks / 33.3% of A-level
- Questions Section A: extended writing (40 marks)  
Section B: extended writing (40 marks)
- Paper 3** Crime and Deviance with Theory and Methods  
2 hour written exam - 80 marks / 33.3% of A-level
- Questions Crime and Deviance: short answer and extended writing (50 marks)  
Theory and Methods: extended writing (30 marks)

## 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:

Sociology students explain their experiences in the subject and the opportunities afforded to them

[www.vimeo.com/86694096](http://www.vimeo.com/86694096)

# 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.

# BTEC Extended Diploma in Sport

 @StPaulsPE\_Sport

Course Delivery: *Unitised / Modular*

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

edexcel  
advancing learning, changing lives

## Course Description

This qualification is being offered as a triple award subject, equalling 3 A-levels. The diploma consists of nine core units plus ten specialist units.

## Entry Requirements

Four GCSE passes at grade C or above. GCSE English and Mathematics need to be passed before the completion of the course.

## Units of Study

### Core Units (all 9 units must be taken)

- 1 Principles of Anatomy and Physiology in Sport
- 2 The Physiology of Fitness
- 3 Assessing Risk in Sport
- 4 Fitness Training and Programming
- 7 Fitness Testing for Sport and Exercise
- 11 Sports Nutrition
- 17 Psychology for Sports Performance
- 27 Technical and Tactical Skills in Sport
- 28 The Athlete's Lifestyle

### Specialist Units

- 5 Sports Coaching
- 8 Practical Team Sports
- 12 Current Issues in Sport
- 15 Instructing Physical Activity and Exercise
- 18 Sports Injuries
- 21 Sport and Exercise Massage
- 22 Rules, Regulations and Officiating in Sport
- 26 Work Experience in Sport
- 39 Sports Facilities and Operational Management
- 41 Profiling Sports Performance
- 42 Research Investigation in Sport and Exercise Sciences
- 43 Laboratory and Experimental Methods in Sport and Exercise Sciences

Course Delivery: Linear / Terminal

# GCE Technology & Design



Find out more...  
[ccea.org.uk/technology](http://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

# 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

- AS1: The Study of Poetry (1900 – Present) and Drama  
External examination (2 hours) which is worth 60% of AS / 24% of A Level.
- AS2: The Study of Prose (pre-1900)  
External examination (1 hour) which is worth 40% of AS / 16% of A Level
- A21: Shakespeare  
External examination which is worth 20% of A Level
- A22: The Study of Poetry (pre-1900) and Unseen Poetry  
External examination which is worth 20% of A Level
- A23: Internal assessment (coursework): 2,500 word essay which is worth 20% of A Level

## 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.

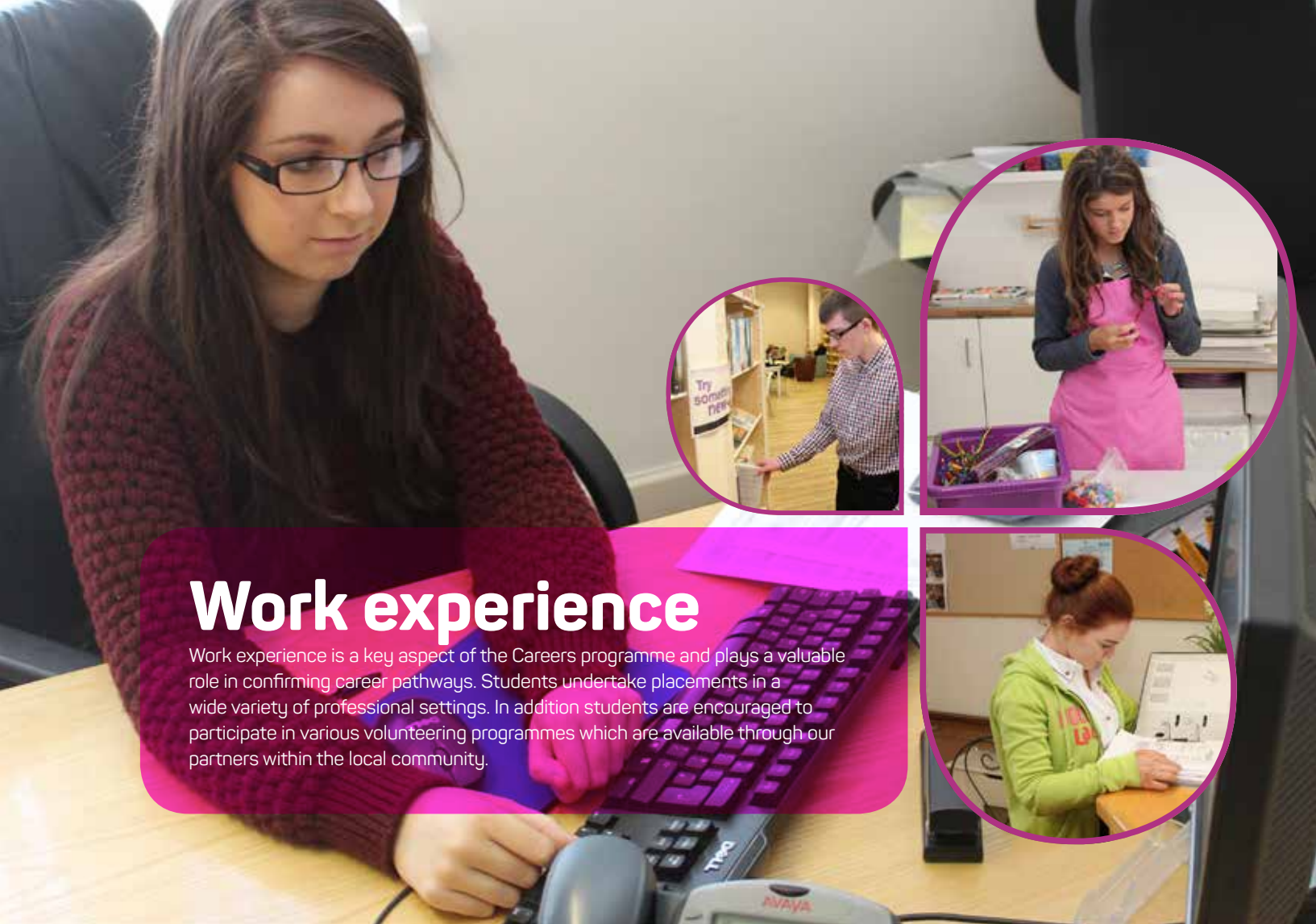


From the student's point of view:

Students Sinead McKenna and Rachel Kane speak about their study of English Literature at Post 16

[www.vimeo.com/60179824](http://www.vimeo.com/60179824)





## Work experience

Work experience is a key aspect of the Careers programme and plays a valuable role in confirming career pathways. Students undertake placements in a wide variety of professional settings. In addition students are encouraged to participate in various volunteering programmes which are available through our partners within the local 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.

# St Paul's International Projects



## Kenya

Since 2003, a strong link has been established through the St Patrick's Missionary Society, Kiltegan with Londiani, a village in Kenya. Applications are invited each year from Year 13 students who are interested in visiting Londiani 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 Londiani, students have the opportunity to experience at first hand the work of the Kiltegan Fathers in Londiani 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.

## Romania

Students in Year 13 annually undertake an aid mission to Romania, to see at first hand the plight of the abandoned Romanian orphans who languish in third world conditions. The project, a collaboration with St Patrick's College, Dungannon, and Banbridge High School, is the culmination of months of fund raising to ensure that much needed aid and medicines can be brought from Ireland to Romania.

Since the project began in 2005, over £100,000 has been raised by students and brought to Brasov, one of the most deprived and under-developed areas in Romania. Firmly established as one of our International Projects, Year 13 students are invited to apply to visit Romania as part of the team early in the school year, with the project taking place in late January.

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

# 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

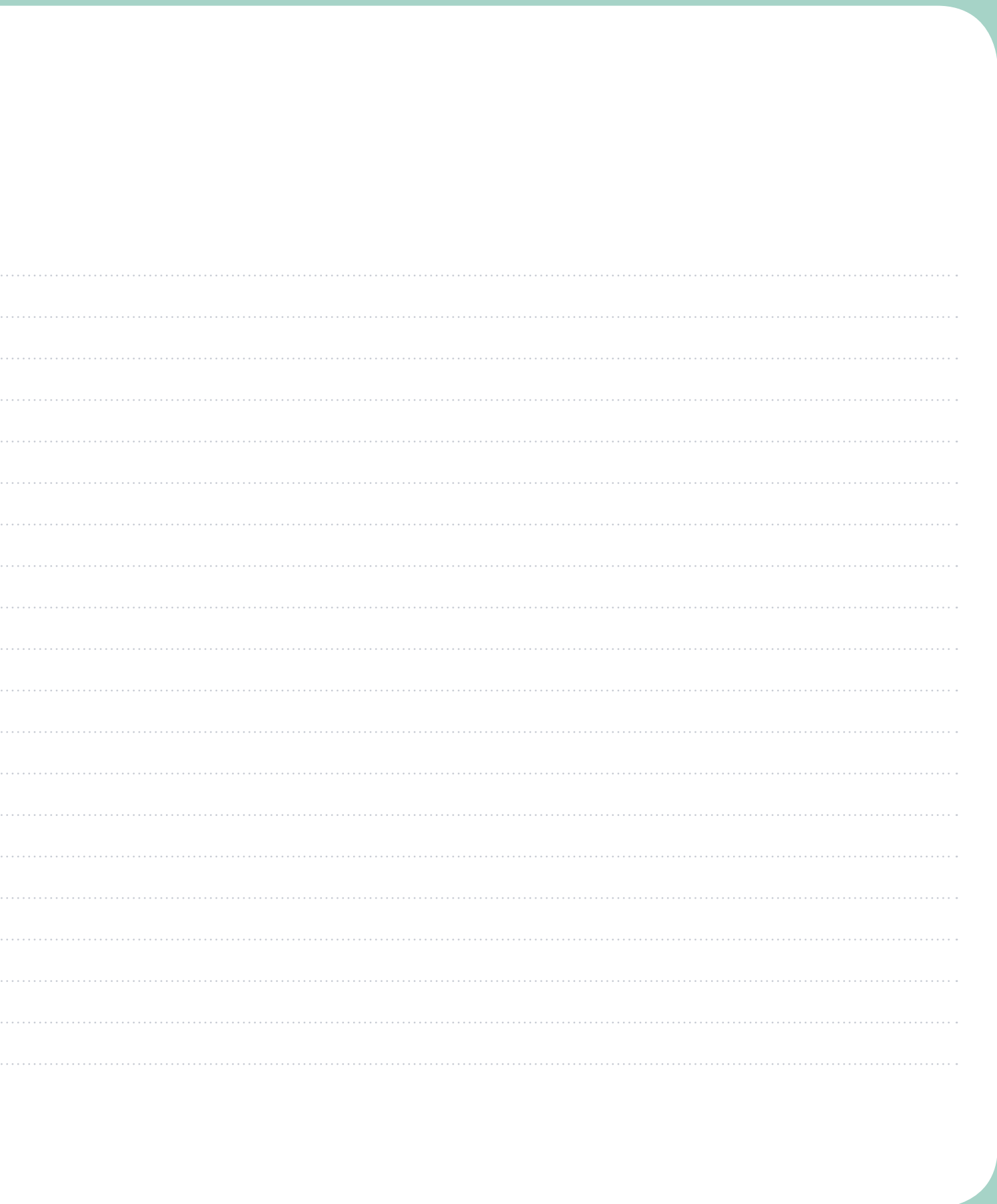
- Under 14, Under 16 and Under 18 Boys and Girls Gaelic Football Teams, who are regular Ulster champions and competitors at All-Ireland Level.
- The Junior and Senior Dance and Aerobic Teams, who over recent years, have achieved numerous accolades in the Northern Ireland Schools Dance Championships
- 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







# Notes

A series of horizontal dotted lines for writing notes, contained within a white rounded rectangular area on a green background.



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# St Paul's High School

## Ardcoil Naomh Pól

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*Quality education for all*



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for the Future



A Specialist College  
for Science



Centre of Excellence  
for ICT



Reaching out to our local  
community



Scoil Ghaeilge  
na Bliana



Working in partnership  
with local schools



Living the Olympic and  
Paralympic Values



Head Teacher  
of the Year Award



Sharing Education  
Programme