

# ST PAUL'S HIGH SCHOOL

POST 16

PROSPECTUS

2016-17



# SCHOOL INFORMATION

St Paul's High School  
108 Camlough Road  
Bessbrook  
County Armagh  
BT35 7EE

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Website: [www.stpaulsbessbrook.org](http://www.stpaulsbessbrook.org)

You can find us on Facebook, Twitter, YouTube, Vimeo and Instagram

 [facebook.com/stpaulsbessbrook](https://facebook.com/stpaulsbessbrook)  [twitter.com/stpaulsbessbrook](https://twitter.com/stpaulsbessbrook)  [youtube.com/stpaulsbessbrook](https://youtube.com/stpaulsbessbrook)  [vimeo.com/stpaulsbessbrook](https://vimeo.com/stpaulsbessbrook)  [instagram.com/stpaulsbessbrook](https://instagram.com/stpaulsbessbrook)

Principal: Mr Jarlath 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.



# 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 Dermot Maloney 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

### GIRLS

Maroon blazer  
Post 16 School tie  
White blouse  
Trutex box-pleated dark grey skirt Grey tights

### BOYS

Maroon blazer  
Post 16 School tie  
White shirt  
Dark grey or black regulation school trousers

# CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)



## 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** Head 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



# POST 16 ENRICHMENT PROGRAMME

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
- DIY
- Computer programming accredited through the University of Ulster
- ECDL
- School ECO-Committee

Enrichment Curriculum is about holistic development - beyond the books!

## 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.





## 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.

# THE SUBJECTS

The following subject descriptions and modules offered are currently in draft format and are subject to exam board availability.





@StPauls\_Biz

## Options at AS Level and A2 Level

AS 1: The Enterprising Business  
AS 2: The Enterprising Manager  
AS 3: External Influences on the Business Enterprise

A2 7: Finance  
A2 9: Enterprise in Practice  
A2 10: Investing in People

# APPLIED BUSINESS

Exam Board: CCEA

### Course Description:

GCE Applied Business will provide students with a broad educational basis for further education or for moving into employment within the business sector. This specification aims to develop a critical understanding of organisations, the markets they serve and the process of adding value. A Level study involves the consideration of the internal workings and management of organisations and the process of decision making in a dynamic external environment. Students will learn how to develop skills, knowledge and understanding in realistic business contexts, such as discovering the problems and opportunities faced by local businesses. Students will get the opportunity for involvement in assisting the planning and organising of an enterprising activity.

As part of the Applied Business course students set up and run a mini company in school under rules laid out by Young Enterprise NI. This specification contributes to an understanding of business and enterprise and to the development of skills and attitudes required for employment. These are aspects of education that are considered as priorities for the future well-being of the Northern Ireland economy.

Students will acquire skills in specific areas, such as personal organisation and time management, ICT, teamwork, problem solving, investigation and research, project planning and event organisation

### Potential Careers Pathways:

Business Studies at this level can lead to many rewarding and challenging career opportunities including Law, Human Resources, Accounting, Marketing, Management, Banking, International Marketing Production, the Civil Service.

### FROM THE STUDENT'S POINT OF VIEW:

Watch student **Michael Feenan** speak about the reason he chose Applied Business as a Post  
[www.vimeo.com/60750948](http://www.vimeo.com/60750948)





## Options at AS and A2 Level

### Module Title

AS Unit 1 Information and Communication	Portfolio
AS Unit 2 Software Applications and Tools	External computer-based exam
AS Unit 3 Organisations and Information Systems	Portfolio
A2 Unit 7 Investigating Systems	External 2 hour exam
A2 Unit 8 Database Development	Portfolio
A2 Unit 9 Website Design and Management	Portfolio

# APPLIED ICT (SINGLE AWARD)

Exam Board: CCEA

### Course Description:

This course is a natural progression from CiDA (Certificate in Digital Applications) for students who have achieved a Merit or Distinction. Applied ICT is a broad-based vocational subject, designed to widen participation in vocationally related learning post-16.

### The aims of the qualification include:

- . a broad range of ICT skills and knowledge of the uses of ICT in vocational contexts
- . develop understanding of the components, functions and applications of information systems within a range of organisations
- . solving problems using ICT and develop the skills necessary to apply this understanding.

Students study three AS modules in Year 13, and three A2 modules in Year 14.

**Additional Information:** Portfolio work involves the use of application software and relates to two thirds of the course.

**Potential Career Pathways:** This course is designed to give a broad introduction to the I.C.T. sector and aims to prepare students for further study in higher education or further training which might be undertaken whilst in employment.

### FROM THE STUDENT'S POINT OF VIEW:

Students **Jamie Fields** and **Dawid Onderko** speak about studying Applied ICT at Post-16 Level here: [www.vimeo.com/60823551](http://www.vimeo.com/60823551)



## Options Studied at AS and A2

Module Title	Additional Information
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

# ART AND DESIGN

Exam Board: CCEA

### 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 the externally set assignment 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.

### Potential Career Pathways

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



Content	Assessment	Weightings
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 10% of A Level
	and Internal practical assessment marked by teachers and moderated by CCEA	
A2 1: Physiology, Co-ordination and Control, and Ecosystems	External written examinations 2hours 15mins	24% A Level
	Students answer six to eight structured questions and write an essay	
A2 2: Biochemistry Genetics and Evolutionary Trends	External written examination 2hours 15mins	24% A Level
	Students answer six to eight structured questions and write an essay	
A2 3: Practical Skills in Biology	External written examination assessing practical skills 1 hour 15mins	12% A Level
	and Internal practical assessment marked by teachers and moderated by CCEA	

#### FROM THE STUDENT'S POINT OF VIEW:

Student **Aoife Malone** discusses her reasons for choosing Biology as a Post 16 option here: [www.vimeo.com/60547207](http://www.vimeo.com/60547207)



# BIOLOGY

## Exam Board: CCEA

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.

# BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN APPLIED SCIENCE (APPLIED BIOLOGY)

## Why study BTEC Applied Biology?

This qualification gives learners the opportunity to acquire technical skills and knowledge in the field of applied science with biology. It enables students to develop transferable skills in preparation for the world of work.

## Potential Careers Pathways

Nursing, Pharmacy Assistant, Laboratory Technician

## Other information

Students should have an interest in science and the motivation to work independently on their assignments.

## How will you be assessed?

Each unit will consist of a number of assignments which will be graded as a Distinction, Merit or Pass.

## What's its currency?

- Distinction\* is the equivalent of one A2 grade A\* (140 UCAS points)
- Distinction is the equivalent of one A2 grade A (120 UCAS points)
- Merit is the equivalent of one A2 grade C (80 UCAS points)
- Pass is the equivalent of one A2 grade E (40 UCAS points)

## Year 13

Unit 1: Fundamentals of Science (Mandatory Unit)

Unit 2: Working in the Science Industry.

Unit 4: Scientific Practical Techniques.  
(Mandatory Unit)

## Year 14

Unit 11: Physiology of Human Body Systems.

Unit 13: Biochemistry and Biochemical techniques.

Unit 18: Genetics and Genetic Engineering



@StPaulsPE\_Sport

### 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

# BTEC NATIONAL DIPLOMA IN SPORT (PERFORMANCE AND EXCELLENCE)

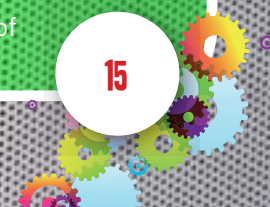
Exam Board: Edexcel

**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.



# CHEMISTRY

Exam Board: CCEA

## Course Description:

The course is designed to promote continuity, coherence and progression within the study of Chemistry. The AS builds on the knowledge and understanding and skills developed with GCSE Science.

The course encourages students to develop essential knowledge and understanding of the concept of chemistry. Students will develop an understanding between theory and practical skills leading to an appreciation of the contribution of chemistry to society. The course aims to help students sustain and develop their enjoyment of, and interest in, Chemistry.

## Potential Career Pathways:

Essential for Medicine, Pharmacy, Dentistry, Veterinary Surgeon, Dietetics and Nutrition. Useful for Engineering, Food Science, Radiography, Nursing.

## Other information:

Students interested in studying Chemistry at Post 16 level must have at least a BB grade in Double Award GCSE Science.

### FROM THE STUDENT'S POINT OF VIEW:

Students **Blaine Malone** and **Ciara McDonnell** speak about their experiences of A Level Chemistry here: [www.vimeo.com/60751943](http://www.vimeo.com/60751943)



## Options Studied at AS and A2

Module	Title	Duration	Weighting
AS 1	Basic Concepts in Physical and Inorganic Chemistry	1½ hour exam	17.5%
AS 2	Physical and Inorganic Chemistry and Introduction to Organic Chemistry	1½ hour exam	17.5%
AS 3	Internal Assessment: Two practical tasks with planning exercise	2½ hour	15%
A2 1	Periodic Trends and Further Organic and Inorganic Chemistry	2 hour exam	20%
A2 2	Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry	2 hour exam	20%
A2 3	Internal Assessment: Planning and practical exercise	2½ hour	10%

# CONSTRUCTION

## (BTEC SUBSIDIARY DIPLOMA AND BTEC NATIONAL DIPLOMA)

Students in BTEC Subsidiary Diploma study three units in Year 13 and a further three units in Year 14. This subsidiary diploma is equivalent to one A Level.

BTEC National Diploma in Construction students study six units in Year 13 and a further six units in Year 14. This award is equivalent to two A Levels.

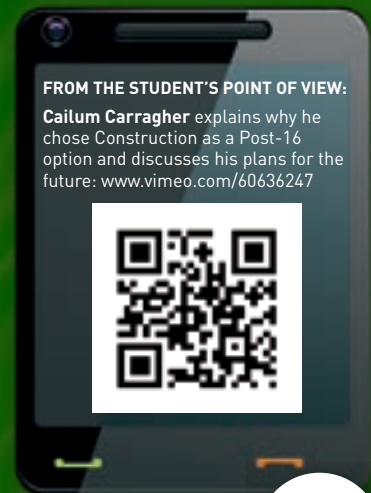
### Course Description

The BTEC Nationals in Construction are designed to provide education and training specifically for the Construction disciplines in the industry which are directly relevant to the changing needs of employees, employers and the professions. Students will develop a range of knowledge and skills, personal qualities and attributes which are essential for career development and progression within the construction industry and related sectors.

The courses provide learners with the necessary knowledge and skills concerning health, safety and welfare, the environment and sustainability, as it impacts on and affects the construction and built environment sector. Students will focus on the practical application of knowledge and the development of the work-related skills required for employment within the construction industry.

### Potential Career Pathways

Students who are interested in a career in Building or Technology, Manual or Management, Civil Engineering, Architecture, Surveying, Technician.



## BTEC Subsidiary Diploma in Construction = 6 units (3 units per year) = 1 A Level

Year 13	Unit 1	Health, Safety and Welfare
	Unit 3	Mathematics in Construction
	Unit 4	Science and Materials in Construction
Year 14	Unit 2	Sustainable Construction
	Unit 5	Construction Technology and Design
	Unit 6	Building Technology in Construction

## BTEC National Diploma in Construction = 12 units (6 units per year) = 2 A Levels

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



# COPE - CERTIFICATE OF PERSONAL EFFECTIVENESS

**Aims:** The aims of CoPE are to enable candidates to:

- Develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness
- Broaden their experience and manage their learning through enrichment activities
- Receive formal recognition and accreditation

The CoPE programme is based on three challenges:

1. Enrichment Activities – Skill Development  
Units 2 and 5 are assessed in challenge 1.
2. Career Planning – Career options  
Units 3, 4 and 6 are assessed in challenge 2.
3. Active Citizenship – Community Action  
Unit 1 is assessed in challenge 3.

The full qualification is worth 70 UCAS points. Therefore, it will be of great assistance to university entry and might actually be the deciding factor as to whether you get a place or not.



# GCE DIGITAL TECHNOLOGY

Exam Board: CCEA

## Prior attainment

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;

FROM THE STUDENT'S POINT OF VIEW:  
Student **Áine Rafferty** discusses the study of ICT as a Post 16 option here:  
[www.vimeo.com/60824273](http://www.vimeo.com/60824273)



## The structure of the AS and A level courses:

Content	Assessment	Weightings
AS 1: Approaches to System Development	External written examination - 1 hour 30 minutes Students answer short and extended questions based on Approaches to System Development.	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 Students answer short and extended questions based on Information Systems.	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

## Modules Studied at As Level and A2 Level

- Unit AS 1: Approaches to System Development
- Unit AS 2: Fundamentals of Digital Technology
- Unit A2 1: Information Systems
- Unit A2 2: Application Development

# DRAMA AND THEATRE STUDIES

Exam Board: AQA

AS: 60% Practical 40% Written

A2: 40% Practical 60% Written

## Component One - Knowledge and understanding of drama and theatre

- Study of one set play from a choice of seven
- Analysis and evaluation of the work of live theatre makers
- Written exam: 1 hour 45 minutes
- Open book
- 80 marks
- 40% of AS

## Component Two - Process and performance (practical)

- Practical exploration and theatrical interpretation of two extracts (Extract 1 and 2) each taken from a different play
  - Methodology of a prescribed practitioner must be applied to Extract 2
  - Extract 2 is to be performed as a final assessed piece (students may contribute as performer, designer or director)
- Portfolio evidencing interpretive process and analysis and evaluation of performance
  - Working notebook (40 marks)
- Devised performance (20 marks)
- 60 marks in total
- 30% of A-level

This component is marked by teachers and moderated by AQA.

## Component Three - Making theatre (practical)

- Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play
  - Methodology of a prescribed practitioner must be applied to Extract 3
  - Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director)
- Reflective report analysing and evaluating theatrical interpretation of all three extracts
- Performance of Extract 3 (40 marks)
- Reflective report (20 marks)
- 60 marks in total
- 30% of A-level

This component is marked by AQA

## Potential Career Pathways:

Actor/Actress, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Theatre Director, Youth and Community Worker, Social Worker, Journalist.

### FROM THE STUDENT'S POINT OF VIEW:

Watch a recent A Level Drama and Theatre Studies class discuss the reasons they chose the subject as a Post 16 option: [www.vimeo.com/60666960](http://www.vimeo.com/60666960)





### Modules Studied at AS Level and A2 Level:

- AS From September 2016**
- AS 1: The Study of Poetry 1900 - Present  
The Study of Drama 1900 - Present
- AS 2: The Study of Prose Pre-1900
- A2 1: The Study of Poetry 1300-1800 and Drama
- A2 2: The Study of Prose - theme based



# ENGLISH LITERATURE

Exam Board: CCE A

#### Course Description:

English Literature at AS and A Level is a fascinating and enjoyable study, which enhances students' understanding of life and develops skills of close reading, analysis perspective, research, assimilation, judgement, communication and coherent discussion. It is a very popular choice of subject for both male and female students. This subject builds students' confidence in critical and self evaluation.

#### Potential Career Pathways:

English Literature is a crucial subject for those seeking to pursue a career in Law, Journalism, Media and Communication, Medicine, Architecture, Town Planning, Teaching. It is beneficial for any career path since its core skill is communication, written and oral.



# FRENCH

## Exam Board: AQA

### Course Description:

A Level French involves four modules, with the first two being studied at AS Level. At least grade B at GCSE is required. While independent study is strongly encouraged, extra classes are arranged with Language Assistant.

### Additional Information:

Both speaking components at AS and A2 level are conducted by the class teacher. All units of study in both years are strongly flavoured with cultural elements of France and Francophone countries. Year 13 students are provided with opportunities which encourage the experience of spending time in France, improving their linguistic skills, sampling the culture and making new 'amis'!

### Potential Career Pathways:

Study of French at AS and A2 level is very useful for students who are interested in pursuing careers in the tourism industry or in the foreign diplomatic service as an interpreter. French can also be studied at third level in conjunction with Business, Law, and Finance which offer career opportunities and employability within the European Union.

#### 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)



### Modules studied at AS Level and A2 Level:

- AS 1 Listening, Reading and Writing
- AS 2 Reading and Speaking
- A2 1 Listening, Reading and Writing
- A2 2 Speaking





## Modules Studied at AS Level and A2 Level

Module Title	Additional Information
AS 1 Physical Geography	Study of rivers, ecosystems and atmospheric with Fieldwork Skills processes.
AS 2 Human Geography with skills and techniques	Study of population, settlements and developments.
A2 1 Human Geography and Global Issues	Section 1: Two out of three topics chosen for Human Geography: <ul style="list-style-type: none"> <li>- Impact of Population Change</li> <li>- Issues in Ethnic Diversity</li> <li>- Planning for Sustainable Settlements</li> </ul> Section 2: One global issue from the following: <ul style="list-style-type: none"> <li>- Global warming - Nuclear debate</li> <li>- GM crops debate - Ecotourism debate</li> </ul>
A2 2 Physical Geography and Decision Making	Section 1: Physical Geography - two out of three options: <ul style="list-style-type: none"> <li>- Fluvial and coastal environments</li> <li>- Nature and sustainability of Tropical Ecosystems</li> <li>- The Dynamic Earth</li> </ul> Section 2: Decision Making

# GEOGRAPHY

Exam Board: CCEA

### Course Description:

The world in which we live is likely to change more in the next fifty years than it has ever done before. In preparation for this A Level Geography offers explanations for these changes and helps to prepare people. It is a subject about now and the future.

Students will learn about the earth's places, peoples, environments and societies developing the ability to combine scientific principles with economic awareness, environmental concern and an appreciation and tolerance of peoples' attitudes and values. Geography teaches a balanced viewpoint offering an essential contribution to education for life.

### Potential Career Pathways:

Geography looks to the future and will prepare you for the world of the 21st century and the world of work.

Geographers are trained to be good decision makers who look at all aspects of a situation. Some jobs make direct use of geographical knowledge such as those in tourism, town planning and environmental management and teaching. Geography is also useful for law, journalism, medicine and working in the media because it combines the understanding of the facts of the sciences with the perception of the arts. Statistics show that compared to other subjects, geographers are among the most employable.

# HEALTH AND SOCIAL CARE

Exam Board: OCR

## Course Description:

This qualification is being offered as a single award subject (equivalent to one A Level), and a double award subject (equivalent to two A Levels).

The course content covers a broad range of areas, with particular relevance for those hoping for a career in the health, social care and early years sector. Staff from the Science and Learning for Life and Work departments assist in the delivery of this innovative course and teaching is centred around both academic and practical learning to enhance both students' knowledge and skills.

Students find this subject both interesting and challenging. They particularly like its variety in that it combines a wide range of teaching and learning strategies through the encouragement of active and independent learning. They also are involved in seminars with external speakers. Universities are supportive of these courses which are excellent preparation for the work place and university courses.

## Additional Information:

Students opting for Health and Social Care as a single award subject take three AS modules in Year 13 and three A2 Modules in Year 14, offering the equivalent of one A Level.

Students opting for Health and Social Care as a double award subject take six AS modules in Year 13 and six A2 modules in Year 14, offering the equivalent of two A Levels.

## Potential Career Pathways:

Health and Social care is very relevant for careers in: Nursing, Social Work, Occupational Therapy, Radiography, Speech Therapy, Teaching, Care Work, Psychology, Sociology, Health Management, Dietetics.

## Modules studied at AS Level and A2 Level:

Module	Title	Additional Information
AS 1	Promoting quality care	External exam
AS 2	Communication in care settings	Internal assignment
AS 3	Promoting good health	Internal assignment
AS 4	Caring for Older People	External
AS 5	Caring for People with Additional Needs	Internal assignment
AS 6	Health as a Lifestyle Choice	Internal assignment
A2 1	Care practice and provision	Internal assignment
A2 2	Understanding human behaviour	External exam
A2 3	Anatomy and physiology	External exam
A2 4	Child development	Internal assignment
A2 5	Mental health issues	External exam
A2 6	Research Methods	Internal Assignment

# HISTORY

Exam Board: CCEA

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.

## Potential Career Pathways:

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

### FROM THE STUDENT'S POINT OF VIEW:

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)



## Modules Studied at AS Level and A2 Level

Module	Title	
AS 1	Germany 1918-1945	1½ hours
AS 2	Italy 1914 – 1943	1½ hours
A2 1	Nationalism and Unionism in Ireland 1800-1900	1¼ hours
A2 2	The partition of Ireland 1900-05	2 hours

# HOME ECONOMICS

Exam Board: CCEA

## Course Description:

This is a two year A Level course with four modules. The course provides opportunities for the application of knowledge and understanding, mainly through theoretical and sometimes practical contexts. Opportunities exist for developing and generating key skills, developing positive attitudes of co-operation and citizenship, working collaboratively and developing critical evaluation skills. Students should be able to make informed choices as discerning consumers and manage available resources effectively.

## Additional Information:

One piece of coursework consisting of a 3,000 word research based assignment, teacher assessed and externally moderated.

## Potential Career Pathways:

This course provides a good foundation for higher education, provides entry points into university and a range of interesting careers i.e. Food Technology, Consumerism, Education, Dietician, Nutritionist, Nursing.

### FROM THE STUDENT'S POINT OF VIEW:

Student **Orlagh Feehan** discusses her reasons for choosing Home Economics as a Post 16 option  
[www.vimeo.com/60179828](http://www.vimeo.com/60179828)



## Modules Studied at AS Level and A2 Level:

- AS 1 Nutrition for Optimal Health
- AS 2 Priority Health Issues
- A2 1 Consumer Issues
- A2 2 Research Based Assignment



# IRISH

Exam Board: CCEA

## 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.

## 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.

## Potential Career pathways

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 her decision to choose A Level Irish and about her experiences studying the subject: [www.vimeo.com/60179829](http://www.vimeo.com/60179829)



@GaeilgeASNP

## Modules Studied at AS and A2

Module	Title
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)



@StPaulsMaths

# MATHEMATICS

Exam Board: Edexcel

## Course Description:

A Level Mathematics involves six units of equal value. The first three units may be taken as an AS Level. There is no coursework involved. Students should have at least a Grade B in GCSE Mathematics at Higher Tier.

The course 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.

## Additional Information:

Students take six written examinations, three examinations in Year 13 and a further three examinations in Year 14.

## Potential Career Pathways:

Some of the higher education courses or careers which require A Level Mathematics are: Economics, Medicine, Architecture, Engineering, Accountancy 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.



## Modules Studied at AS Level and A2 Level

Module	Title
AS 1	Core Mathematics 1
AS 2	Core Mathematics 2
AS 3	Mechanics 1
A2 1	Core Mathematics 3
A2 2	Core Mathematics 4
A2 3	Statistics 1

# MUSIC

Exam Board: CCE A

## Course Description:

This specification is designed to promote continuity, coherence and progression within the study of Music and to enable students to develop particular strengths and interests. Study of Music at AS Level seeks to provide a coherent, satisfying and worthwhile course of study for students who do not wish to progress to further study in the subject and to provide the foundations of knowledge and skills, required for continued study at A2 Level.

## Additional Information:

Five set works are to be studied for AS Level and will be examined in the Listening paper and the Essay paper. The minimum standard for technical difficulty for AS Level performing is Grade 4 or equivalent.

## Potential Career Pathways:

The study of Music at AS and A2 Level is an excellent background for students who are interested in pursuing a career such as sound technology, instrumental tuition or teaching. Students considering a primary degree in Music (BMus) must study Music to A2 Level.

## Modules Studied at AS Level and A2 Level

- AS 1: One piece of free composition / performance option.
- AS 2: Solo or ensemble performance and free composition, sequencing or multi-tracking.
- AS 3: Test of aural perception and written paper.
- A2 1: One piece of free composition / performance option.
- A2 2: Solo or ensemble performance and free composition, sequencing or multi-tracking.
- A2 3: Test of aural perception and written paper.



@Music\_StPauls

## Modules studied at AS Level and A2 Level:

For AS 1: Fitness and Training for Sport, students produce a portfolio for their internal assessment. For students taking the AS course, this assessment provides 60% of the marks. For those taking the A Level course, the assessment provides 30% of the marks.

Students taking the A Level course must complete a further internal assessment in A2 1: Event Management in the Active Leisure Industry. They produce a portfolio showing written evidence of planning and evaluation of an active leisure event. This provides 20% of the A Level marks.

# SPORTS SCIENCE AND THE ACTIVE LEISURE INDUSTRY

Exam Board: CCEA

### Course Description:

Our relationship with our own physical and mental wellbeing has changed a great deal over the last few decades. In today's world, we can take responsibility for ourselves and create our own good health through informed lifestyle choices. More than a third of babies born today will live to over a hundred years old because of factors such as better nutrition, improved medical care and our growing awareness of healthy lifestyles.

This has meant that leisure is one of the fastest growing industries in the world. Gyms and indoor sports facilities are becoming a way of life, with people learning more about the science of physical health and fitness. More and more people are realising that sport and activity builds self-esteem, relieves stress, and can provide us with a positive model of setting goals and personal achievement. Learning about the scientific side of physical fitness can give us greater control over our body's health. This in turn can inspire us to greater heights of motivation, discipline and self-improvement.

### Additional Information

Through the study of Sports Science and the Active Leisure Industry, students will be encouraged to:

- demonstrate knowledge and understanding of sports science and the active leisure industry (A01);
- apply knowledge, understanding and skills through different contexts appropriate to sports science and the active leisure industry; and
- analyse and evaluate evidence to make reasoned and valid judgments about issues in sports science and the active leisure industry.

### Potential Career Pathways:

Those who are interested in sports science can go on to enjoy careers in personal and fitness training, the leisure industry, event management, sports massage and therapy, physical education and teaching.



@StPaulsPE\_Sport

# PHYSICS

Exam Board: CCEA

## 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.

## Additional Information:

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.

## 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.

## Other Information:

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

## Modules Studied at AS Level and A2 Level

Module	Title	Duration / Paper
AS 1	Forces, Energy and Electricity	1¾ hour written exam
AS 2	Waves, Photons and Astronomy	1¾ hour written exam
AS 3	Practical Techniques and Data Analysis	1 hour practical exam + 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 and Data Analysis	1 hour practical exam + 1 hour written paper

# THE WORLD'S RELIGIONS

## RELIGIOUS STUDIES

Exam Board: CCEA

### 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.

### Additional Information:

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

### Potential Career Pathways:

Law, Journalism, Teaching, Nursing

### Modules studied at AS and A2

#### 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.



# SOCIOLOGY

Exam Board: AQA

## Course Description:

This subject helps students gain a critical understanding of the society in which we live. It aims to help develop knowledge and understanding of theories (ie. Marxism, Feminism, Functionalism and Social Interactionism) and how these affect the individual and their behaviour. Subject delivery helps develop skills in terms of knowledge and understanding, interpretation, analysis and evaluation.

### 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)



## Potential Career Pathways:

Social Work, Teaching, Journalism, Social Policy, Social Research, Psychology, Politics

## Additional Information:

St Paul's students find the issues covered in this subject interesting and relevant. Discussions are lively and students are encouraged to look at topics (e.g. domestic violence, declining influence of religion) from all theoretical perspectives.

## Modules Studied at AS Level and A2 Level:

AS 1	Families and Households	External exam
AS 2	Education and Research Methods	External Exam
A2 1	Mass Media	External exam
A2 2	Crime and Deviance	External Exam Sociological Theory



@StPaulsSoc

# SPANISH

Exam Board: CCEA

## 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.

## Prior attainment:

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

## 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.

## Potential Career Pathways:

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.



## Specification and Examination Details:

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.



# TECHNOLOGY AND DESIGN

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

- . materials and component
- . 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 Weighting

Unit Number	Assessment Objective		
Unit 1	12%	18%	30%
Unit 2	7.5%	12.5%	20%
Unit 3	15%	5%	20%
Unit 4	11%	19%	30%
Total for Advanced GCE	45.5%	54.5%	100%

# ACTIVITIES OUTSIDE OF THE CLASSROOM

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

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

The Musical and Dramatic Society offers students who have an interest in the performing arts excellent opportunities to take part in small dramatic productions and full school musicals, as well as regular visits to local and regional theatres. The weekly Drama Club boasts regular workshops from established actors,

directors and theatre personnel, and plays an essential role in preparing students for local feiseanna and drama festivals. In recent years teams representing St Paul's have brought local, provincial and national success to the school, including

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

Students are encouraged to become involved in the many cultural and expressive activities organised in St Paul's outside of class time. The Music Department at St Paul's welcome students of all instrumental abilities to our many ensembles and musical groups including:

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



# ST PAUL'S INTERNATIONAL PROJECTS

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

## 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.

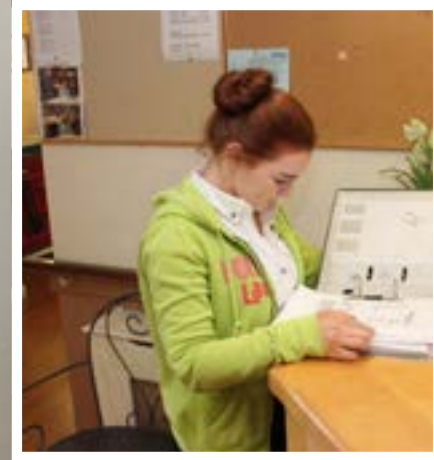
While visiting Londiani, students have the opportunity to experience at first hand the work of the Kiltegan Fathers in Londiani and to see for themselves the daily struggles that Kenyan students experience.

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.





# 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.





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# ST PAUL'S HIGH SCHOOL

## ARDSCOIL NAOMH PÓL



Our Partner for the Future



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Scoil Ghaeilge na Bliana



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Working in partnership with local schools



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Award winning school for our Anti-Bullying Strategy