
ART & DESIGN (CCEA)

Course outline

- To help us to use our imagination
- To allow us to express ourselves
- To allow us to make decisions
- To be able to communicate more easily
- To be able to get an art-related job



The course is made up of



60% coursework PLUS 40% externally set assignment (examination)

Each student must complete 2D and 3D pieces of work in Fine Art and Portfolio Design.

At the start of the year you are given a theme or title. You have the opportunity to work with fashion, ICT graphics, printmaking, textiles, jewellery, sculpture, ceramics, mixed media and animation. When you decide on your theme, individual research is carried out, including taking your own photographs, and drawings, and researching other artists and designers. After research, you plan for your final outcome by experimenting and exploring various media, processes and

skills and then create your finished piece of work.

What career can I hope for?

Employers like Art and Design students because Art teaches people to think for themselves, to be creative and imaginative and to be able to present work carefully.

advertising, animation, architecture, beauty therapy, book designing, computer-aided design, design management, creative textile design, film and TV production, fine artist, furniture maker, graphic designer, illustration, interior design, jewellery design, journalism, model-making, package design, performing arts, photography, printing, sign-writing, theatre model-making, theatre design, transport design, video-game design **AND MANY MORE!**



What skills will I learn?

- | | |
|--|---|
| ♦ develop imagination | ♦ express personal opinion |
| ♦ presentation skills | ♦ observing and recording |
| ♦ reviewing and modifying ideas and design processes | ♦ how to communicate and express your ideas and feelings |
| ♦ about various artists, art movements and cultures | ♦ analysing and evaluating your work in relation to the work of artists |
| ♦ organisational skills | ♦ time management |
| ♦ develop existing artistic skills | ♦ decision making |

Final things to consider

Are you good at Art and do you enjoy it? Would you like to express more of yourself and your own personality? Do you prefer coursework to examinations? Do you like to work independently and to your own pace? Are you a creative, imaginative person?

For more information, please speak to Mrs Mercer or Mrs Chada

BUSINESS STUDIES (CCEA)

Course outline

Through studying GCSE in Business Studies, students gain business knowledge, understanding and skills. They begin to understand current events in local, national and global contexts. They learn how to use relevant terms, concepts and methods effectively to describe business and economic behaviour. Students also consider business ethics and the impact of business on the environment.

We want our students to develop as independent learners and encourage them to use an enquiring, critical approach to distinguish facts from opinions, form arguments and make informed judgements.

This course prepares students for further study of business and business-related subjects, including Advanced Subsidiary GCE in Business Studies, Advanced GCE in Business Studies and Applied GCE in Business.

This course helps students develop a range of skills such as:

- Decision-making;
- Interpreting and managing information; and
- Devising solutions to problems and issues.



Structure

At least 40 percent of the assessment must be taken at the end of a GCSE course as terminal assessment. The terminal assessment weighting for this GCSE course is 65 percent, (Unit 2).

This course is 75% Examination based and 25% Controlled Assessment.

* Synoptic assessment requires candidates to identify and use, from across the full course studied, those aspects/elements/knowledge/skills which are required to address a particular task or question.



Content	Assessment	Weighting	Availability
Unit 1: Business Start Up <ul style="list-style-type: none">• Business Start Up• Production• Marketing	External written exam 1 hour 20 mins Format: Structured questions	35%	Every Summer
Unit 2: Business Development <ul style="list-style-type: none">• Finance• Managing People• Business Growth• Business Plan	External written exam 1 hour 40 mins Format: Three structured questions with an incline of difficulty Synoptic*	40%	Summer Terminal assessment
	Controlled assessment Format: Candidates complete one task from a range of tasks released in September each year Synoptic*	25%	Summer Terminal assessment

Why Study Business Studies?

Everything in life involves Business. Think about that new top/T-shirt you bought last week and then think of what businesses made it possible for you to be wearing it right now?

The obvious ones are the **Shop** and the **Manufacturing plant** but what about the **Cotton growers**, the **Label makers**, the **Delivery Company**, **Health & Safety**? Then consider how these companies are set up, how they are **financed** and the companies that manage the **finance** of all those businesses? Thinking about all those processes and people allows you begin to understand about what Business Studies is all about.

For more information please see Mrs Allen

CATERING (OCCUPATIONAL STUDIES LEVEL 2) Design & Creativity CCEA

Course outline

Occupational Studies is made up of two units.

- Patisserie and Baking.
- Contemporary Cuisine.



Each unit is made up of the following:

AO1	Knowledge and understanding
AO2	Application of knowledge / Practical skills
AO3	Analysis and Evaluation
	My Diary

Work is assessed mainly through practical cookery tasks. Students will be expected to prepare, cook and finish four starters, four main courses and four desserts across the course of the year and will complete reflective evaluations on their practical skills. Students will also be expected to produce a portfolio of work that includes evidence of understanding of the following topics:

- Health and safety in food preparation
- Careers in the food industry
- Environmental issues in the food industry
- Healthy eating alternatives
- Safe storage of foods



Where will this course take me?

The study of food and nutrition can lead directly onto workplace apprenticeships in a range of settings within the food industry. Students can also progress onto Level 3 courses at college before beginning work in a food business.



For more information, please speak to Mrs Moore, Miss Downey or visit ccea.org.uk

CHILD DEVELOPMENT (CCEA)

Course outline



GCSE Child Development involves studying the physical, intellectual, social and emotional development of babies and young children from conception up to the age of five years.

During the two years you will study many topics such as pregnancy, antenatal care, the care and development of a new born baby, the needs of young children, the roles and responsibilities of parents and the social and environmental influences which affect family life.



The course is not just for girls, and it would be great if more boys picked this GCSE!! They would really enjoy it!

Assessment:

2 Examination papers	<p>Each examination paper will last one hour and each is worth 20% of the overall GCSE grade.</p> <p>One examination is undertaken in June in Year 11 and one is undertaken in June in Year 12:</p> <p>Unit 1: Parenthood, Pregnancy and Childbirth Unit 2: Child Development (0-5 years)</p>
Controlled Assessment	<p>Two Controlled Assessment tasks:</p> <p>Unit 3: worth 40% of the overall GCSE grade. Unit 4: worth 20% of the overall GCSE grade.</p>

WHY STUDY CHILD DEVELOPMENT?

If you enjoy finding out about children, how they grow and develop, and how to look after them, you will enjoy this GCSE subject. Some of you may want to work with children in your future careers. Child Development students often go on to study Level 3 qualifications in Childcare in order to gain employment in Early Years Care settings. This GCSE will therefore help you gain the knowledge you need in order to progress onto a career in Early Years Care. It is also sensible, practical information if you ever become a parent.

It is vital that you enjoy working independently as Controlled Assessment forms a large part of this GCSE. If you hate doing coursework then this GCSE is not for you!

For more information, please speak to Mrs Moore or Mrs Smith

DRAMA (AQA)

Course outline

This course engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future.

We have built in as much opportunity as possible for students to do what they like best:

- All students devise drama
- All students explore texts practically and work on two text based performances
- Students can choose to develop as a designer or a performer



Structure

This qualification is “Linear.” This means that students undertake all practical assessments during the two year course and sit a written exam at the end of the course

Component	What's Assessed	How It's Assessed	When and By Whom
Practical Component 1: Devising Drama	<ul style="list-style-type: none">• Process of Creating Devised Drama• Performance of Devised Drama (students may contribute as a performer or designer)• Analysis and evaluation of own work	<ul style="list-style-type: none">• Devising log (60 marks)• Devised performance (20 marks)• 80 marks in total• 40% of GCSE	<ul style="list-style-type: none">• All of Year 11• Marked by teacher and sent for moderation by AQA
Practical Component 2: Texts in Practice	<ul style="list-style-type: none">• Group performance of 2 extracts from 1 play (students may contribute as a performer or a designer)	<ul style="list-style-type: none">• Performance of Extract 1 (20 marks)• Performance of Extract 2 (20 marks)• 40 marks in total• 20% of GCSE	<ul style="list-style-type: none">• Year 12• Marked by a visiting Examiner

DRAMA (AQA)

Component	What's Assessed	How It's Assessed	When and By Whom
Written Exam	<ul style="list-style-type: none"> Knowledge of roles and responsibilities within the theatre Study of 1 set play Review of a live performance 	<ul style="list-style-type: none"> Section A: Multiple Choice (4 marks) Section B: Four questions on a given extract from the set play (44 marks) Section C: A choice of questions reviewing a live performance (32 marks) 80 marks in total 40% of GCSE 	<ul style="list-style-type: none"> Preparation for this paper will be on-going throughout Yrs. 11 and 12 with mock examinations at milestone opportunities This paper is marked by AQA
Grading: The qualification will be graded on a nine point scale: 1 to 9 – where 9 is the best grade.			



Progression Routes:

This course ensures continuity for students progressing from GCSE Drama to AS and A-Level Drama and Theatre.

Transferable Skills:

Students can learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable in both further studies and the workplace



For more information please see Mrs McColgan or Miss Haire

ENGLISH LANGUAGE (CCEA)

Course outline

English Language GCSE is made up of 4 Units:

Unit 1: Writing for purpose and audience; reading to access non-fiction and media texts. (30% - external examination)

Unit 2: Speaking and Listening. (20% - controlled assessment)

Unit 3: Study of spoken and written language. (20% - controlled assessment)

Unit 4: Personal or creative writing; reading literary and non-fiction texts. (30% - external examination)



In **Unit 1 Section A** pupils will be asked to complete a piece of persuasive writing.

In **Unit 1 Section B** they demonstrate their reading skills of a media and non-fiction text.



In **Unit 2** pupils are assessed in a range of **Speaking and Listening** activities, involving: individual presentation and interaction, group discussion and role play.

In **Unit 4 Section A** pupils complete a piece of personal writing or a piece of creative writing.

In **Unit 4 Section B** they demonstrate their reading skills of non-fiction and literary text



Unit 3 is made up of two tasks:

Task 1: The Study of Spoken Language.

This task is worth 10% and allows pupils to investigate the characteristics of spoken language, influences on spoken language, impact of spoken language and the importance of context in spoken language.

Task 2: The Study of Written Language.

This task is worth 10% and allows pupils to analyse the presentation of themes, characters or writing techniques in a chosen text or texts.



A grade C in English GCSE is the minimum qualification for most jobs.

A good qualification in English opens the door to **careers** in the media, publicity, research, politics, arts and of course... teaching.

For more information, please speak to Miss M Owens

ENGLISH LITERATURE (CCEA)

Course Outline

English Literature GCSE is made up of 3 Units:

Unit 1: The Study of Prose. (30% - external examination - closed book)

Unit 2: The Study of Drama and Poetry. (50% - external examination – open book)

Unit 3: The Study of Linked Texts. (20% - controlled assessment)

In **Unit 1 Section A** pupils will study the novel 'Of Mice and Men'.

In **Unit 1 Section B** pupils will be required to write an analysis of a piece of unseen prose.



In **Unit 2 Section A** pupils study Drama – 'Blood Brothers'.

In **Unit 2 Section B** pupils study conflict poetry.

The examination for this section is two hours long.

In **Unit 3** pupils study two heritage texts: one **Shakespeare** and one **heritage prose**.

Pupils complete a **controlled assessment** on these two themed texts lasting 2 hours and 30 minutes.



WHAT DOES THE STUDY OF ENGLISH LITERATURE DO FOR YOU IN LATER LIFE?

English Literature is a valued subject which will enable you to develop and hone your skills for many careers. Any pupil wishing to study **AS and A2 English Literature** should have achieved a grade B in GCSE English Literature. Studying English Literature develops your **analytical skills and powers of reasoning and perception**.



Studying English Literature will give you an increased understanding of people **through empathising with the characters** in your texts; this will make you a more understanding and less judgemental person – great qualities for our modern world!

More than this – The study of English Literature will give you the writing skills to be able to express yourself in the best way possible and write exactly what you mean in the clearest way. **THE BEST WORDS IN THE BEST ORDER!**

In order to successfully be able to undertake this course, students should be achieving an average tracking score of over 70%.

For more information, please speak to Miss M Owens

FRENCH (CCEA)

Course outline

Full Course at Foundation & Higher Level
New specification, first teaching September 2017

Course Content:

There are three contexts of learning in this brand new GCSE:

- a) Identity, Lifestyle and Culture
- b) Local, National, International and Global areas of interest
- c) School life, studies and the world of work



The study of these themes builds upon all the topics, skills and capabilities that you have already covered at Key Stage 3 and focuses on developing practical communication in the four skills of listening, speaking, reading and writing.

Throughout the course you will learn to listen and respond to different forms of spoken language, and express yourself in imaginative writing using a range of vocabulary. You will also learn to identify attitudes and emotions, to draw conclusions and understand formal and informal language.

This work will increase your understanding of the countries and communities where French is spoken and raise your awareness of our cultural differences and similarities.



Assessment

You will be expected to use time at home to master new material as it is covered, lesson by lesson. The assessment for GCSE French is unitised. There are 4 units of equal weighting. The scheme of assessment is as follows:

UNIT 1	LISTENING	25%	External exam Foundation - 35 minutes Higher - 45 minutes
UNIT 2	SPEAKING	25%	Conducted in school, assessed and moderated by CEA
UNIT 3	READING	25%	External exam Foundation - 50 minutes Higher - 1 hour
UNIT 4	WRITING	25%	External exam Foundation - 1 hour Higher - 1 hour 15 minutes

FRENCH (CCEA)

Reporting and grading

GCSE French qualifications are awarded on a grade scale from A* - G where A* is the top award. Grades available are:

A*	A	B	C*	C	D	E	F	G
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WHY STUDY FRENCH?

This GCSE course will help to prepare you for the communication needs of the 21st Century.

Knowledge of French is increasingly important in our ever-expanding European Community and is a beneficial skill to boost any career. In fact, most major Northern Irish and English employers rate candidates with a qualification in French very highly because they have demonstrated excellent learning and communication skills.

Ask yourself three questions about French as a subject choice:

Q. Do I need it?

A. As stated above, languages are extremely useful in many of today's working environments. It is very important that you don't narrow down your opportunities too soon. You have already spent three years studying this language, so unless you and your teacher know you do not do well in French, it is advisable to include French in your choices.

Q. Do I like it?

A. Be honest. If you find you quite like French, it really doesn't matter what your friends think. Don't be pressured into taking or dropping a particular subject just because your friends will be or will not be, in the same class. You must make the right decisions for yourself and you can always see your friends at break and lunchtime.

Q. Am I any good at it?

A. Having a natural flair for languages is a bonus, but you should remember that it is a good attitude, combined with consistent hard work throughout Years 11 & 12, rather than linguistic talent, which is the key to success in the French examination.

Types of careers for graduates of French

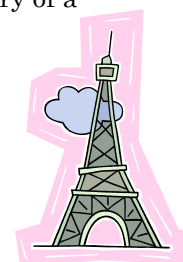
Language graduates are in high demand, as employers value their international relations. Employees with good organisational skills and the ability to communicate effectively orally and in writing are highly sought after.

There is an increasing number of opportunities with international organisations, where fluency in French and a good knowledge of French institutions and habits of thought may be a useful extra qualification. In fact, in this era of the global economy, mastery of a foreign language is an asset in most graduate jobs.

Useful information on languages in the world of work:

<https://www.youtube.com/watch?v=mMSrXIS-DE&feature=youtu.be>

<https://www.youtube.com/watch?v=kn13apFY9B4&feature=youtu.be>



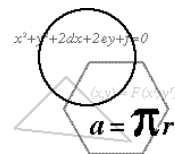
For more information, please speak to Mrs Redmond

FURTHER MATHEMATICS (CCEA)

Course outline

The subject content is divided into three areas of study listed below:

- **Pure Mathematics** – algebra, calculus, trigonometry
- **Mechanics** – forces, constant acceleration, moments
- **Statistics** – standard deviation, probability, bivariate analysis

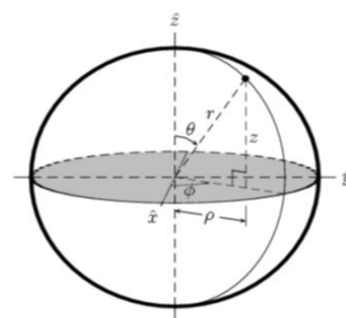


GCSE Further Mathematics is aimed at the **more able Mathematicians** and will be offered to pupils that are performing well in their tracking results during Year 10. It is unlikely that those averaging a score of less than 70% would have the Mathematical knowledge to successfully undertake this course.

The **final decision** regarding places on the GCSE Further Mathematics course will be taken by the Mathematics department.

Further Maths GCSE offers the development of the following **transferable** skills:

- Application of Number
- Problem Solving
- Logical thinking
- Use of ICT
- Communication



Studying this course will strengthen Mathematical skills and the benefits should be seen in other subjects including GCSE Mathematics and Science. **It will give a sound basis for progression to A-level Mathematics.**

Anyone considering a **career** in IT, Computer Science, Accountancy, Engineering, Economics, Actuarial work or Statistics would be advised to study Further Maths GCSE.

Assessment

This paper will be assessed by completing 2 written papers in June 2019:

- Paper 1 – Pure Mathematics – 50%
- Paper 2 – Mechanics (25%) and Statistics (25%) – 50%



For more information, please contact Mrs A O'Rourke

GEOGRAPHY (CCEA)

Course outline

The course is divided into six themes which will develop a sound understanding and knowledge of geographical topics, issues and skills. The course consists of two exam papers.

In addition to the above papers, pupils will undertake a controlled assessment. This is usually a River study of the Ballyemon River, Cushendall which will directly develop fieldwork skills. Pupils are expected to work to deadlines and are responsible for their own write up as well as keeping their notes up to date.

	TERM 1	TERM 2	TERM 3
Year 11 Understanding the Natural World	The Restless Earth Changing Weather and Climate	The Dynamic Landscapes (Rivers and Coasts)	Fieldwork – River Study
Year 12 Living in Our World	Contrasts in World development Managing our Resources	People and where they live (Population and Settlement)	Revision

Assessment

Examination

Paper 1 1 hour 30 minutes 37.5%

Paper 2 1 hour 30 minutes 37.5%

Local Fieldwork investigation 25%

This will be a controlled assessment of 2000 words to be written up within a 6 hour time frame. There are two tiers of entry – Higher and Foundation

(Higher Tier paper allows pupils to achieve A* – D;

Foundation paper allows pupils to achieve C – G grades)



Why study Geography?

Michael Palin, a famous world traveller, wrote that Geography is

“One of those subjects whose relevance is all around us”.

Geography is part of everyday life: world weather and food costs, multi-national companies and politics, population movements and urban and rural change, maps and holidays. Geography is the study of where places are, what they are like, what life is like in them and how and why they are changing.

Geography studies the parts other subjects cannot reach! Employers like geography qualifications because they demonstrate a wide range of skills including data collection and analysis, computer literacy, self-motivation and teamwork skills.

For more information, please contact Mrs Patterson

HEALTH & SOCIAL CARE (BTEC LEVEL 1/LEVEL 2 FIRST AWARD)

Course outline

This course is taught over 120 guided learning hours. It has core and optional specialist units.

The course is made up of the following units, one of which is externally assessed:



Core Units Unit 1 – Human Lifespan Development – externally assessed (25% of final award) Unit 2 – Health and Social Care Values (25% of final award)	Students will also be offered the following optional specialist units: Unit 5 – Promoting Health and Well Being Unit 3 – Effective Communication in Health and Social Care Unit 6 – Nutrition for Health and Social Care
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Assessment

Assessment will consist of:

- Assignment work (including posters, PowerPoint and role play)
- Video evidence
- Witness statements
- External examination
- Internal verification

Where will this qualification take me?

Following completion of the BTEC First Award in Health and Social Care, successful candidates would be able to enter initial employment as a healthcare assistant or as an apprentice in a range of health and social care settings.

Further academic and vocational qualifications in the Health and Social Care Sector may also be followed. Here at Ulidia we currently offer both A Level Health & Social Care and BTEC Level 3 Health and Social Care. There is also an ever increasing range of undergraduate degrees available at University relating to both health and social care careers.

Is this for me?

This course is three quarters coursework based, so you must be able to work independently and enjoy doing coursework. Students also need to have a keen interest in the Health and Social Care sector.

How can I find out more?

Please speak to Mrs Moore, Miss Steele or visit www.edexcel.org.uk/btec

HISTORY (CCEA)

Course outline



What do you study in History at GCSE?

If you are thinking about or are interested in studying history for a GCSE subject, take some time to consider these questions:

Have you ever really thought about the Holocaust and how horrific it was, or why it happened in the first place?

Have you ever wondered why Northern Ireland had so many problems and why it was so difficult to find a solution and create a peaceful society?



Did you know that for fifty years after the end of world war two, there was the constant worry that a nuclear war would begin between America and Russia that would have destroyed the world today as we know it?

If you would be interested in finding out the answers to these questions, then you should consider choosing History as a subject for GCSE. The History course is broken into three sections:

Firstly, we look at Germany and the problems that this country had to deal with after losing World War One. We then focus on the reasons why Adolf Hitler came to power in Germany, and how that was allowed to happen. We look at the effect he had on German life, the ways in which he used force and violence to control the country. We then look at the discrimination he began and encouraged against Jewish people and many others whom he did not want living in his country. Finally, we look at the actions Hitler took when dealing with other countries and how many feel that led to the outbreak of World War Two.



Secondly, we look at Northern Ireland and the troubles that have existed here, particularly over the last 35 years. We look at how terrorism began in the 1960's and why this happened. We then look at the effects this has had on Northern Ireland. We examine the terrible events of Bloody Sunday in 1972, and all attempts at finding peace. We also consider the effects the past 35 years have had on the society that you live in today.

Thirdly, we study the Cold War that developed between America and Russia after the end of World War Two. We look at the impact this had on the rest of the world and the many times of fear which people experienced at the thought of a nuclear war beginning. We look at the effect of this on Germany resulting in the building of the Berlin Wall, which separated so many people for many years. We also focus on the Vietnam War and other conflicts throughout the world at this time. In countries that were deeply affected by Russia and the USA. Finally, we look at how the end of the Cold War occurred when the Russian Empire collapsed.



HISTORY (CCEA)

What does the Course involve?

You will complete one written piece of coursework that will involve answering source questions on Holocaust 1933-1945. This is worth 25% of your GCSE grade. You will then also complete two written examinations. Paper one will focus on Germany and Northern Ireland and paper two on the Cold War. Each topic is worth 25%.

There are two levels of entry for History:

Foundation Tier	Grades C – G
Higher Tier	Grades A* - E

Exam Board - CCEA

How can History benefit you?

There are many different skills that history will help you develop that will be of great use to you when you leave school, e.g., communicating with others, forming opinions and investigating and solving problems.



There are many careers that you might be interested in, which history would be valuable to you, e.g., Teaching, Law, Journalism, Management or investigative work, tourism, politics, or Police Service. However, no matter what career you choose in the future, the knowledge and skills that you will learn in history will always be valuable to you in the future!

For more information, please contact Mrs A McBride

HOME ECONOMICS (CCEA)

Course outline

In Food and Nutrition, students learn about the nutritional content of foods and how the specific nutritional and dietary needs of different people can be met by modifying recipes, and planning, preparing and cooking meals and dishes that reflect current government nutritional guidelines. Students will also study how to be an effective consumer in relation to food choice, food safety and managing resources.

The following are important features of this subject:

- It allows students to develop their knowledge and understanding of food and nutrition
- It provides opportunities for pupils to develop confidence in demonstrating high levels of food practical skills



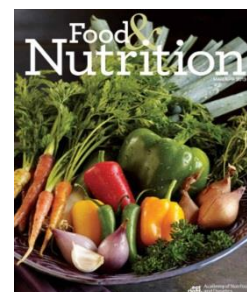
Assessment:

Component 1: Food and Nutrition	External written examination 2 hours 50% of GCSE
Component 2: Practical Food and Nutrition	Controlled Assessment, involves: Part A – Research and Viewpoints, Part B – Justification of Choice Part C – Planning Part D – Practical Activity, and Part E – Evaluation 50% of GCSE

WHY STUDY FOOD AND NUTRITION?

If you enjoy finding out about the science behind food and nutrition, successful students will be able to continue on to study a Science or Food Science at A Level.

With the Food and Agriculture Sector in Northern Ireland being one of the fastest growing sectors of careers, this would be the perfect course if you want to pursue a career in the food industry.

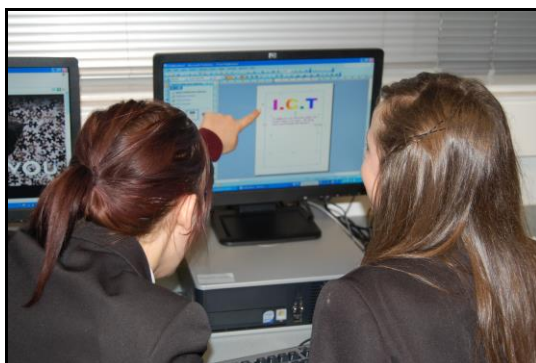


It is vital that you enjoy working independently as Controlled Assessment forms half of this GCSE.

How can I find out more?

For more information, please speak to Mrs Moore.

ICT DIGITAL TECHNOLOGY (CCEA)



Course outline

The GCSE Digital Technology course builds on the foundations built in KS3 ICT lessons, and encourages Ulidia students to:

- become independent and discerning users of digital technology;
- acquire creative and technical digital technology skills and apply these in a range of contexts;
- develop and evaluate digital technology-based solutions to solve problems;
- develop their understanding of current and emerging technologies and the social and commercial impact of these technologies;
- develop their understanding of the legal, social, economic, ethical and environmental impact of digital technology;
- recognise potential risks when using digital technology and develop safe, secure and responsible practice; and
- develop the skills needed to work collaboratively

Structure of course:

Unit 1: Digital Technology – External Written Exam (1hr) – 30%

In this unit, students explore a range of digital technologies available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation.

Students will study the use of: data, images, sound, portability, storage, databases, spreadsheets, hardware, networking, cybersecurity, moral and ethical use of ICT, data transfer, cloud technologies and employment.

Unit 2: Digital Authoring Concepts – External Written Exam (1hr 30mins) – 40%

In this unit, students gain an understanding of the concepts in the development of digital systems. They enhance the knowledge and skills developed in Unit 1.

Students will learn to: design digital systems, consider digital development, research multimedia applications, understand multimedia authoring, consider the significance of testing and evaluate their product.

ICT DIGITAL TECHNOLOGY (CCEA)

Unit 3: Digital Authoring – Controlled Assessment – 30%

In this unit, students design, develop and test digital multimedia systems.

Students will understand how to: design digital solutions to alleviate problems, build their solution, test the solution and evaluate the solution

Student Progression

This course in GCSE Digital Technology should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It should help learners to gain an insight into related sectors. It will prepare learners to make informed decisions about further learning opportunities and career choices.

For more information, please speak to Mr D Barnard (email dbarnard043@c2kni.net) or visit http://ccea.org.uk/qualifications/revision/gcse/specifications_support

LEARNING FOR LIFE & WORK (CCEA)

Course outline:

Learning for Life and Work is made up of three modules of study as well as two pieces of controlled assessment.

Module One:	Personal Development
Module Two:	Local & Global Citizenship
Module Three:	Education for Employability



Each controlled assessment is based on a topic studied from Module One and Module Two. Each module contributes to the overall GCSE grade that is awarded at the end of the course. The Controlled Assessments contribute to 40% of the overall GCSE grade.

Module One: Personal Development

The Personal Development element of the course is designed to develop pupil's knowledge and understanding of themselves and the issues and decisions that they face in everyday life.

Young adults, in a modern society and environment are faced with a lot of decisions to make about all aspects of their life. This can be a daunting task for many and it is recognised that our young adults should be able to feel confident, comfortable and capable of living their life successfully.

Units of study include:

- Maximising and sustaining health and well-being.
- Concept of self, building and maintaining healthy relationships.
- Recognising, assessing and managing risk.
- Understanding the roles and responsibilities of parenting and developing competence as discerning consumers.

Module Two: Local and Global Citizenship – What do you study?

The Citizenship element of the course is designed to develop pupil's knowledge and understanding of the world around us and how they as individuals can contribute to the development of that world.

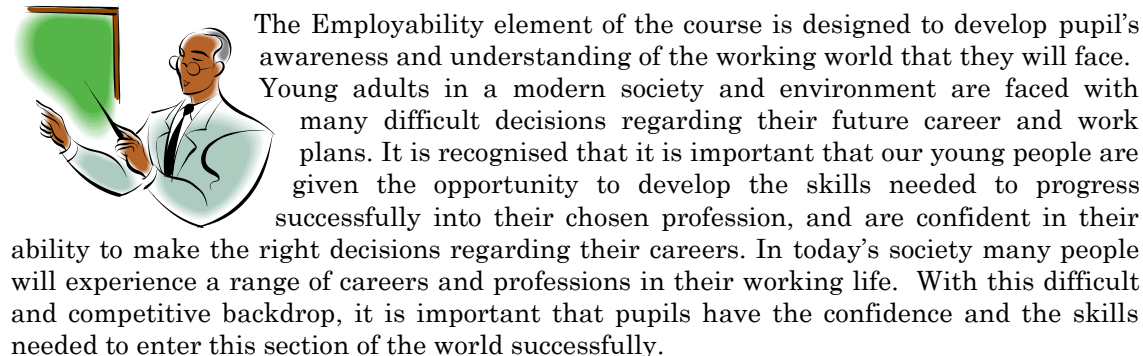


In a modern society, where globalism is evident in all areas of life, it is important that pupils are provided with the opportunity to learn about the significant issues that exist in our world and how they can be involved in the process that shapes this globe, this could be from a local perspective to an international issue, it is important that our young adults can leave school confident in themselves and their ability to be a part of their society.

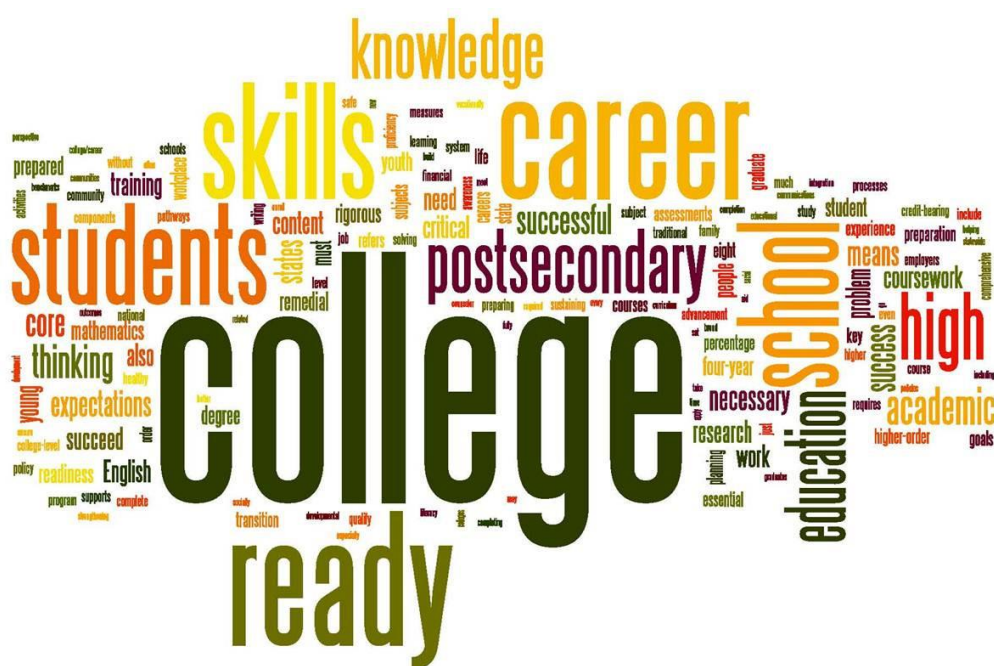
Units of study include:

- Diversity and inclusion in Northern Ireland.
- Rights and responsibilities regarding local, national and global issues.
- The role of society and government in safeguarding human rights.
- Non-governmental organisations & key democratic institutions and their role in promoting inclusion, justice and democracy.

Module Three: Education for Employability



- The impact of globalisation on employment.
- Recruitment and selection practices for employment.
- Rights and responsibilities of employers and employees.
- Issues of self-employment and sources of support.



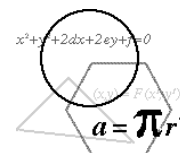
Ulidia Integrated College

MATHEMATICS (CCEA)

Course outline

The subject content is divided into four areas of study listed below:

- Functional Mathematics
- Number and Algebra
- Geometry and Measures
- Statistics and Probability



Throughout Key Stage 4, pupils will be engaged in a wide range of purposeful activities such as:

- Recall, apply and interpret mathematical knowledge in the context of everyday situations;
- Set out mathematical work, including the solution of problems, in a logical and clear form using appropriate symbols and terminology;
- Organise, interpret and present information accurately in written, tabular, graphical and diagrammatic forms;
- Perform calculations by suitable methods;
- Use an electronic calculator;
- Understand systems of measurement in everyday use and make use of them in the solution of problems;
- Estimate, approximate and work to degrees of accuracy appropriate to the context;
- Use mathematical and other instruments to measure and to draw to an acceptable degree of accuracy;
- Recognise patterns and structures in a variety of situations and form generalisations;
- Interpret, transform and make appropriate use of mathematical statements expressed in words or symbols;
- Recognise and use spatial relationships in two and three dimensions, particularly in solving problems;
- Analyse a problem, select a suitable strategy and apply an appropriate technique to obtain its solution;
- Apply combinations of mathematical skills and techniques in problem solving;
- Make logical deductions from given mathematical data;
- Respond to a problem relating to a relatively unstructured situation by translating it into an appropriately structured form;
- Respond orally to questions about mathematics, discuss mathematical ideas and carry out mathematical exercises, including calculations, mentally;



Assessment

We are currently following the CCEA syllabus which offers different levels of entry to enable pupils from a wide ability range to demonstrate achievement:

Paper Combinations:

T2 & T5 GRADES: G F E D C

T3 & T6 GRADES: D C B A

T4 & T6 GRADES: D C B A A*



- Pupils at the **end of Year 11** will complete a module worth **45%**, either T2 (Foundation) or T3 (Higher).
- Pupils will be given the opportunity to **improve this grade** in a **Higher** module in January of Year 12 (T3 or T4)
- Pupils at the **end of Year 12** will sit a module worth **55%**, either T5 (Foundation) or T6 (Higher)
-

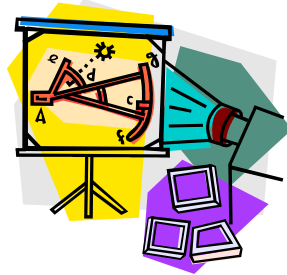
MATHEMATICS (CCEA)



WHY STUDY MATHEMATICS

Mathematics provides opportunities to promote:

- *spiritual development*, through explaining the underlying mathematical principles behind some of the natural forms and patterns in the world around us;
- *moral development*, helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices;
- *social development*, through helping pupils work together on complex mathematical tasks and helping them see that the result is often better than could be achieved separately;
- *cultural development*, through helping pupils appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.



For more information, please contact Mrs A O'Rourke

MEDIA STUDIES



Are you creative?

Are you analytical?

Do you want to explore the media and analyse and create media texts?

This course will encourage students to develop and enhance their enjoyment and appreciation of the media and its role in their daily lives.

Students study various media forms such as magazines, newspapers, advertisements, film and television.

Assessment comprises of:

Two external examinations (70%)

One internally assessed unit (30%) *

This course is suitable for students who have a desire to develop a wider understanding and appreciation of the media in both a historical and contemporary context.

Students will explore how media products follow generic conventions, use media language, represent events, issues, places, individuals and social groups, address audiences and reflect their industrial context.

The course should inspire learners to continue learning beyond the confines of the classroom as well as developing personal and interpersonal skills which will serve them well both in higher education and in the workplace.

No prior learning is necessary, although it is important to have an interest in the media, not just as a couch potato but with an enthusiasm to ask HOW? and WHY?



Read Watch Listen Discuss Analyse

Criticise Create

*** Specification subject to change**

For more information, please speak to Mrs Smith or Miss Connolly

MOTOR VEHICLE AND ROAD USER STUDIES (CCEA)

Course outline

As most of you will eventually become vehicle owners, the overall aim of this course is to develop better informed and more responsible road users.



SECTION 1: VEHICLE CONTROL AND ROAD USER BEHAVIOUR

SECTION 2: LEGAL REQUIREMENTS

SECTION 3: ROAD TRANSPORT AND ITS EFFECT ON SOCIETY

SECTION 4: MOTORING MATHEMATICS

SECTION 5: ACCIDENT PROCEDURES

SECTION 6: MOTOR VEHICLE TECHNOLOGY



Assessment

Higher Tier	Grades A* - D	
Foundation Tier	Grades C - G	
External		
One written paper	40%	
Internal Practical Riding	30%	Candidates are required to demonstrate skills of vehicle control (moped) and road craft.
Investigative study	30%	

The study of Motor Vehicle and Road User Studies will contribute to an awareness of environmental issues and environmental effects, and to health and safety considerations.

You will be encouraged to make appropriate use of Information and Communication Technology, for example, in undertaking the investigative study.

A GCSE in Motor Vehicle and Road User Studies could lead to the study of related subjects at a more advanced level, for example, NVQ courses within the Engineering Framework area for Vehicle Mechanical and Electrical Maintenance, at Level 3 of the National Qualification Framework.

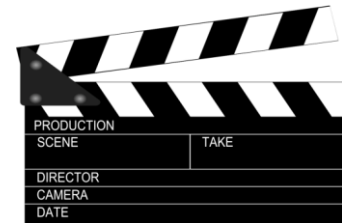


For more information, please speak to Mr Wray

MOVING IMAGE ARTS (CCEA)

Course outline

GCSE Moving Image Arts is the first course of its kind in the UK. You will have the opportunity to work on a range of tasks, including planning and creating moving image products. This course provides a solid foundation for progression to GCE AS/A2 Moving Image Arts and other subject-related qualifications.



Why study Moving Image Arts?

In studying this course you will:

SHOT NUMBER: 4 SHOT TYPE: MEDIUM



DESCRIPTION:
CAMERA TRACKS ALONG SIDE MAN.
HE NOTICES SOMETHING IN THE SHADOWS.

SHOT NUMBER: 6 SHOT TYPE: MEDIUM/CU



DESCRIPTION:
MAN TURNS TO CAMERA.
CAMERA PUSHES IN ON HIS REACTION TO
SOMETHING OUT OF FRAME.

- develop an understanding of film language in both theory and practice;
- develop ideas through investigating and experimenting with filmmaking techniques and processes;
- develop the ability to manage resources and equipment in relation to film production and to produce moving image artworks;
- develop technical competence in the use of filmmaking techniques; and
- evaluate the effectiveness of your own practice.

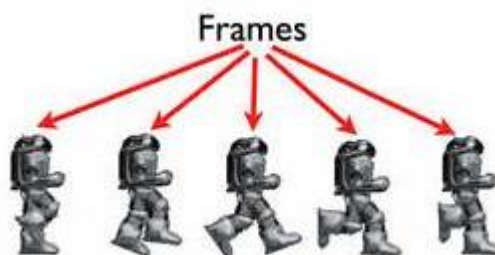


What will I study?

CONTENT	ASSESSMENT	WEIGHTING
Component 1 Critical understanding of Creative & Technical Moving Image Production YEAR 11 & 12	Compulsory online examination 1 hour 30 minutes The examination features: <ul style="list-style-type: none">• a range of previously unseen audio and visual stimuli and short film sequences;• questions that assess knowledge and understanding of film language, practices, techniques and contexts;• scenario-based questions that assess creative and production management skills;• questions that assess analysis and evaluation of film language, audience and purpose. CCEA will set and mark the examination.	40%

MOVING IMAGE ARTS (CCEA)

CONTENT	ASSESSMENT	WEIGHTING
Component 2 Acquisition of Skills in Moving Image Production YEAR 11	Compulsory controlled assessment tasks Students complete four tasks specified in the Component 2 Task Booklet: <ul style="list-style-type: none">• storyboarding;• camera and editing;• sound; and• animation CCEA will set the tasks, teachers mark them and CCEA moderate them. Teachers submit the tasks to us in digital format.	20%
Component 3 Planning and Making a Moving Image Product YEAR 12	Compulsory controlled assessment portfolio. Students produce a film or an animation portfolio from a selection of genre-specific production briefs that we provide. The portfolio must feature: <ul style="list-style-type: none">• a research analysis;• preproduction material;• a completed moving image product; and• an evaluation. CCEA set the portfolio task, teachers mark it and CCEA moderate it. Teachers submit the portfolio task to us in digital format.	40%



For more information, please speak to Mrs Mercer

MUSIC (CCEA)

Course Content:

Music GCSE doesn't cover every single aspect of music - if it did it would take forever. Instead you focus on three main 'Areas of Study' (AOS for short)

You will learn about Three Areas of Study:

For each Area of Study you'll learn the basics of that style or period - e.g. the musical structures, the instruments used, the context the music was originally created in, etc. You'll also have to give your opinions on music - appropriate musical terms.

You have to look at **set pieces** for each Area of Study:

You will Study...



Areas of Study

Core - Repeated Patterns in Music

Your set pieces are Pachelbel's Canon in D major, Beethoven: Symphony No.7, Holst: The Planets – Mars, Jenkins: Requiem 'Dies Irae'.

Musical Traditions in Ireland

Your set pieces include: The Chieftains, De Dannan, Millar's Accordion Band, Ballygowan Flute Band, Ravara Pipe Band and Bill Whelan: Riverdance.

Incidental Music

Your set pieces include: Mendelssohn: A Midsummer's Night Dream, Grieg: Peer Gynt Suite, Hans Zimmer: Pirates of the Caribbean and Dr Who Theme.

You will be tested with Coursework...

Performing - 35%

You will do **two performances**.

One has to be a **solo performance**. This can be a piece you play or sing.

The other has to be an **ensemble** performance.

Composing - 30%

You will compose **two pieces**.

Each one is based on a **different Area of Study**.

Listening Exam—35%

You will be assessed on the set pieces you have studied.

MUSIC (CCEA)

Why Study Music?



Music is a universal language! All students are free to be creative through their own music and the music of others. There are endless benefits including spiritual, social and cultural. Pupils develop social skills through performing together and attending extra curricular events at various venues around the province. Students develop awareness of other cultures and musical traditions through having an understanding and appreciation of a wide range of different genres in music. Candidates also nurture their existing ability to make judgements about musical quality.

Career prospects:

- ♦ Music Teacher
- ♦ Music Therapist
- ♦ Music Journalist
- ♦ Media – TV, Radio
- ♦ Performer
- ♦ Armed Services/Band
- ♦ Recording Engineer
- ♦ Sound Technician
- ♦ Disc Jockey
- ♦ Musical Instrument Manufacture
- ♦ Retail/Music Sales



For more information, please contact Ms McErlean

PHYSICAL EDUCATION (CCEA)

The course is divided into three components:

Component 1: Developing knowledge, understanding and skills for balanced, healthy lifestyles and participation in physical activities

Component 2: Developing and maintaining a balanced, healthy lifestyle

Component 3: Individual performance in physical activities.

1. Exam = **40%**
(Written question paper lasting 1 hour 30 minutes)
2. Controlled Assessment = **20%**
(Students undertake & complete this task under the teacher's supervision).
3. Practical Performance = **40%**
(Students are assessed on improving skilled performances).

Students **must** complete **three individual performances** in **different physical activities** * from at least **two** of the categories below:

- Athletics
- Dance
- Games
- Gymnastics
- Outdoor adventure
- Specialist activities

Students are assessed on the quality, efficiency and effectiveness of their performances.

Students will study the following over the two year course:

- Concepts of health, physical fitness and skilled performance
- Key influences that impact on balanced, healthy lifestyles and participation in physical activities
- The impact of exercise and training on balanced, healthy lifestyles and physical fitness
- Types of exercise and methods of training
- Principles for developing physical well-being and physical fitness
- Assessing and monitoring the development of physical health/well-being and peak physical performance
- The effects of exercise, training and physical activity on the body
- Health and safety issues
- Exercise and training sessions and exercise and training programmes.

In order to choose GCSE PE at Year 11, **pupils should have the following:**

- Over 90% participation in PE & Games (received no detentions for having no kit)
- Played for a school team in one or more sports **OR**
- Be an active member of a sports club outside school

This subject would be a preferred option for students who play **more than one sport outside of school, one of which is **NOT** a team game.*

PHYSICAL EDUCATION (CCEA)

External examinations

Year 11 (2017/18)	Year 12 (2018/19)
None	Component 1 Students complete one written question paper lasting 1 hour 30 minutes. 40% The paper covers factors that affect the development of health and peak physical fitness.

Controlled Coursework

Year 11 (2017/18)	Year 12 (2018/19)
Component 2 Students are assessed on their evidence of developing and maintaining balanced, healthy lifestyles. This includes their ability to analyse, evaluate, plan, implement and monitor actions to maintain a balanced, healthy lifestyle. 20% - <i>This will continue in Year 12</i> Component 3 (a) Two practical assessments 20% On-going during extra-curricular involvement (participation is essential)	Component 3 (a) One final practical assessment 10% (b) Analysing, evaluating, planning, implementing and monitoring actions to improve skilled performance in selected physical activities 10% & Completion of Component 2 Portfolio



For more information, please speak to Mr Donnelly, Mrs Brady or Mr Spratt

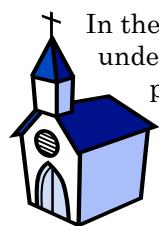
RELIGIOUS STUDIES (CCEA)

Course outline

The primary intention of this subject is to provide a challenging and relevant course to cover the Northern Ireland Core Syllabus at Key Stage 4. The core syllabus recommends the study of two main areas:

1. The Revelation of God and the Christian Church
2. Philosophy of Religion

The Revelation of God and the Christian Church



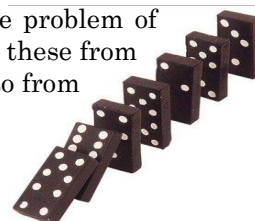
In their study, students have an opportunity to enhance their knowledge, understanding and ability to evaluate key passages. They will consider these passages both within the religious, political, social and cultural context of Jesus' day, and in terms of how they influence contemporary Christian lifestyle in all its diversity. Students also study Christian practice and worship in the world today from the perspective of both the Catholic Church and Protestant tradition. In particular, they have the opportunity to explain and evaluate issues of worship, symbolism, sacraments and the role of the Church in contemporary society.



Philosophy of Religion



Students will explore issues surrounding the existence of God, the nature of God and how human beings relate to God. They will look at a variety of creation stories and some debates between science and religion. They will also examine the problem of evil and suffering and matters relating to life after death. They will examine these from different religious traditions (Muslim, Christian and the Hindu faith) and also from a non-religious perspective (e.g. Humanist values).



Assessment

GCSE	Assessed	Grades
5 periods per week	External examinations (no coursework)	A* - U
Paper 1 – 1 ½ hour examination – 50% Paper 2 – 1 ½ hour examination – 50%	Throughout the year, students will have an opportunity to present their findings in a variety of ways that best suit their individual learning styles. This may be through debates, team presentations, media analysis, use of ICT or drama skills.	

RELATED CAREERS

Religious Studies requires the ability to examine important questions with an open mind, to weigh up arguments and arrive at reasoned conclusions. This would lend itself to careers which require the ability to relate to others, such as: Nursing, Teaching, Social Work, Police, and Youth Work.

The course is highly enjoyable and allows pupils to express their opinions in an informed manner. A very popular GCSE!



*For more information,
please speak to Mrs Bell*

SCIENCE (CCEA)

Introduction



**3 Science routes: a course suitable for every pupil.
Which route is the right one for me?**

Don't worry! There will be lots of opportunities for parents and pupils to seek advice from subject teachers, senior teachers and careers advisors.



When choosing remember to consider:

- Ability and performance in Science.
- Keeping career/post 16 choices open.

Route 1: 2 GCSE Science route.

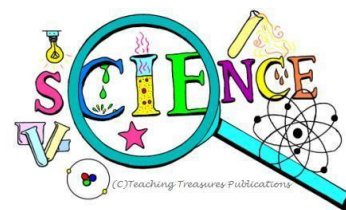
This route keeps open any post 16 Science course at Ulidia or through the C.L.C. (Carrickfergus Learning Community). Good preparation for related Post 16 courses e.g. Health & Social Care, Sports Studies. Keeps the door open for numerous science or technical related careers e.g. nursing, physiotherapy or technical careers in the armed forces.

CCEA Science (Double Award Unitised).

A qualification which counts as 2 GCSE Science grades; it is a mixture of Biology, Chemistry and Physics. There are 2 levels of entry: Higher (Grades A* - D) and Foundation (Grades C - G)

The final grade is built up from 2 parts:

1. 6 Unit examinations worth 75%
 - 3 written papers, each worth 11%, during the Year 11.
 - 3 written papers, each worth 14%, during the Year 12.
2. Practical Skills Unit worth 25% involving 2 Controlled Assessment tasks.



Entry Criteria

We will look for the following criteria:

- 70% or higher average over the Year 9 and 10 assessment marks.
- Strong track record of hard work.
- Strong attendance.

Route 2: 1 GCSE Science route.

Not suitable preparation for Post 16 Science at Ulidia. Adequate preparation for related Post 16 courses e.g. Health & Social Care, Sports Studies. Keeps the door open for numerous careers e.g. primary teaching, numerous armed forces positions.

CCEA Science (Single Award Unitised).

A qualification which counts as 1 GCSE Science grade; it is a mixture of Biology, Chemistry and Physics. There are 2 levels of entry: Higher (Grades A* - D) and Foundation (Grades C - G)

The final grade is built up from 2 parts:

1. 3 written papers, each worth 25%, during the Year 11.
2. Practical Skills Unit worth 25% involving 2 Controlled Assessment tasks.

Route 3: CCEA Occupational Studies course in Horticulture.

Not suitable preparation for Post 16 Science at Ulidia. This is a Level 2 qualification (equivalent to a GCSE). There is lots of practical work with pupils using the greenhouse and outside planting beds to grow and nurture both vegetables and flowers. The broad experience within this course will include weeding, composting, tool maintenance as well as handling and identifying plants. As this course is linked to work related situations the pupils will need to cost and sell display containers. Horticulture is assessed continually over the 2 years – pupils have a diary of evidence to compile throughout the course. There is no exam component in this course.

For more information, please speak to Mr Glass

SPORTS STUDIES (BTEC LEVEL 2 AWARD)

Course Outline



The course will help develop an understanding and knowledge of all elements surrounding the world of sport and why and how we participate in sport. Success at BTEC First Award in Sport is equivalent to one GCSE at A* - C.

Core Unit – Both units must be taken	Other Specialist Units – Two units must be taken
Unit 1 Fitness for Sport and Exercise	Unit 4 The Sports Performer in Action
Unit 2 Practical Sports Performance	Unit 5 Training for Personal Fitness
	Unit 6 Leading Sports Activities.

Assessment

- **Online Exam** for Unit 1-Fitness for Sport and Exercise.
- **Coursework** portfolios for **three** other units
- Assessment evidence in practical situations where they will be leading sports activities. They will be expected to provide video, written and verbal evidence.



Why study Sports Studies?

Physical Education is essential in our everyday lives. Development of a healthy lifestyle is vitally important for all elements of society.

- Students develop and apply their knowledge, skills and understanding of physical education through selected practical activities.
- Students develop their knowledge and understanding of the different factors that affect participation and performance and demonstrate their relationship.
- Students develop an understanding for rules and conventions in selected activities.
- Develop and support their personal and social development through adopting different roles in selected activities when working with others.

The Leisure industry is the fastest growing industry in the world. Therefore, the industry has had to accommodate this by creating many employment opportunities. Presently, the Leisure industry creates more employment than any other industry. Physical Education is a stepping stone working towards this vocation in a wide variety of areas.

In order to choose BTEC Sports Studies at Year 11, **pupils should have the following:**

- Over 90% participation in PE & Games
- Played for a school team in one or more sports **OR**
- Be an active member of a sports team outside school

For more information, please speak to Mr Donnelly, Mrs Brady, Miss Steele or Mr Spratt

Ulidia Integrated College

TECHNOLOGY & DESIGN (CCEA)

Course outline

Technology and Design is mainly concerned with Design, Problem Solving and Manufacturing activities. It also draws upon knowledge and understanding, particularly from Science. Year 11 covers mainly theory and a design assignment. In the personal project in year 12, pupils should demonstrate their ability to design and manufacture a product which builds on the experiences gained in Key Stage 3 and from the theory in Year 11.



The main **Core** topics covered in Year 11 include: Designing, Communication, Manufacture and Energy and Control. The Energy & Control modules include knowledge, understanding and skills related to (Electronic Systems, Mechanical Systems, Pneumatic Systems and Computer Control). Pupils will also sit the Product Design exam in year 12.

This course has a considerable theory element and is not simply a craft based course. Pupils will be required to produce a port-folio (10- A3 sheets) for their personal project and 4-A3 Design sheets for the Year 11 Design Assignment.

Entry Criteria: Pupils must have strong design/drawing skills and preferably achieving 60% in their design assignment and 60% average mark in year 10.

Assessment

The table below summarises the structure of this GCSE course. Students **must** be assessed on **Units 1, 3, 4 and 5**.

Content	Assessment	Weighting	Availability
Unit 1: Technology and Design Core	Externally assessed Written paper. Examination lasts 1 hour	20%	Every Summer
Unit 2: Systems and Control	Pupils do not sit this Unit.		
Unit 3: Product Design	Externally assessed written paper Examination lasts 1 hour	20%	Summer Terminal
Unit 4: Design Assignment	Controlled Assessment 1 A set design assignment. Teachers mark the assignment and it is externally moderated.	20%	Every Summer
Unit 5: Design Project	Controlled assessment 2 We set the project. Students take: • Element 2: Product Design and Manufacturing. Teachers mark the project and it is externally moderated.	40%	Summer Terminal

TECHNOLOGY & DESIGN (CCEA)

WHY STUDY TECHNOLOGY & DESIGN

Technology and Design makes a major contribution to the students' general education and is excellent preparation for working in a modern technological society.

Any prospective employer or further education college highly regard this subject as it covers practical experiences and theoretical understanding. It also helps to develop and promote creativity, research and planning, problem solving and ICT skills.

The course provides a sound foundation for students who have the aptitude or wish to pursue a career that uses:

- Practical skills (construction in wood, plastic and metal)
- Design and planning skills
- Engineering (electronic, mechanical, pneumatic)
- Computer control/programming
- Graphic communication skills



For more information, please speak to Mr G Stirling

TRAVEL AND TOURISM (BTEC LEVEL 2 AWARD)

BTEC Level 2 Award is equivalent to 1 GCSE – grade A*- C.
75% Portfolios/Coursework - 25% exam.

The Travel and Tourism industry is dynamic, wide-ranging and fast-growing, and it offers a huge variety of employment opportunities for young people. Many students may wish to carry this on into AS and A2 level and even beyond. We have a number of former students who have continued Travel and Tourism right through to University. Including placements in America!

Few industries are as important to Britain as tourism. The **UK's 5th largest**, it supports **3 million jobs, over 200,000** small and medium sized enterprises, and contributes **£127 billion** to the country's GDP each year.

A significant portion of that comes from **overseas visitors and is a valuable** source of **foreign exchange**.

Course outline:

Unit 1 – The UK Travel and Tourism Sector - (Examination 1 hour)

In this unit, learners will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs. This understanding is useful for a wide range of travel and tourism jobs, including travel services, tourism services, conferences and events, visitor attractions and passenger transport.

Unit 2 - UK Travel and Tourism destinations

This unit will give learners an understanding of what the UK travel and tourism industry has to offer to tourists. It will enable you to identify and locate tourist destinations, major UK airports and seaports, as well as to discover sea routes and three-letter airport codes. Meeting different types of customer needs is a fundamental part of travel and tourism provision, so you will investigate the appeal of different types of UK destinations to different customer types.

Unit 3 - The Development of Travel and Tourism in the UK

This unit gives you the opportunity to explore how the UK travel and tourism industry has changed as lifestyles, interests and technology have changed, giving an insight into why it is such a dynamic sector. You will explore key developments that have shaped the sector, such as the rise of package holidays, the regeneration of coastal resorts and developments in transport and technology.

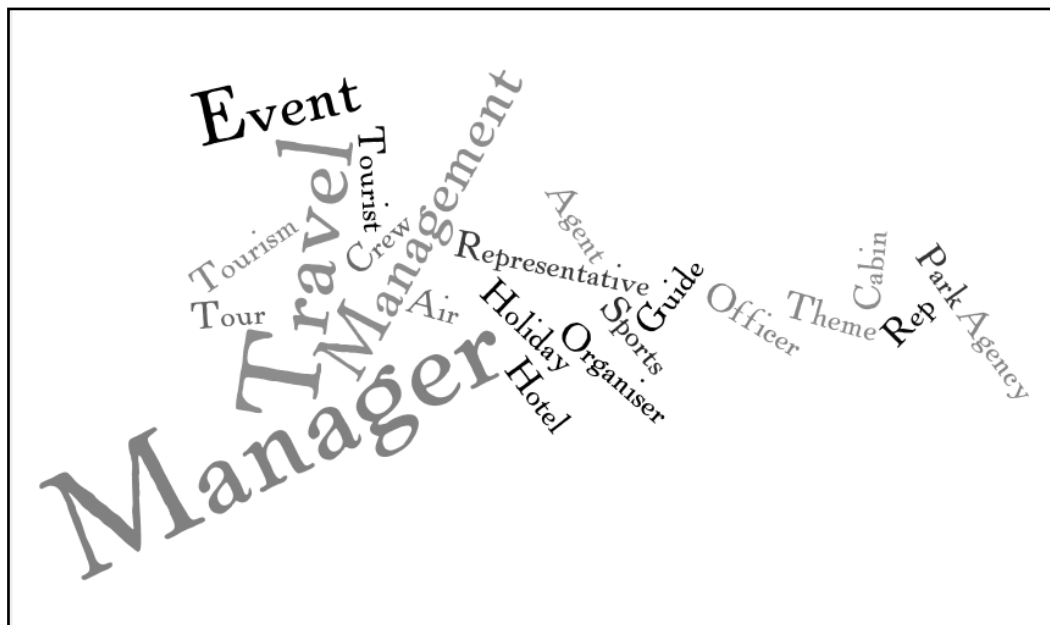
TRAVEL AND TOURISM (BTEC LEVEL 2 AWARD)

Unit 4 – International Travel and Tourism destinations

During this unit you will learn about the major international travel and tourism destinations and gateways. And you will investigate the appeal of international travel and tourism destinations to different types of visitor and be able to plan international travel to meet the needs of visitors.



Many travel and tourism employers place value on potential employees having a good grounding in travel geography and an appreciation of how different destinations appeal to different types of visitors. This unit will help you to develop their knowledge of international travel and tourism destinations. It is a mixed unit in terms of written and practical activities. You will need access to up-to-date resources, including holiday brochures, atlases and websites in order to accurately locate destinations and gateways, find travel routes, recognise the appeal of destinations and plan holidays.



For more information, please speak to Mrs Patterson