



SIXTH FORM  
**ULIDIA**  
INTEGRATED COLLEGE

# SIXTH FORM

## OPTIONS BOOKLET

2018-19



**ULIDIA**  
INTEGRATED COLLEGE

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[www.ulidiacollege.com](http://www.ulidiacollege.com)



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# Introduction

Deciding what subjects you wish to study at Sixth Form is one of the most important decisions you will have to make. The staff of Ulidia Integrated College will endeavour to advise and help you make the best choices in order for you to meet your educational needs. This process should be explored in full before your final selections are made.

## Overview of study requirements

A GCE 'A' Level course consists of a minimum of two externally examined sections: AS in Y13 and A2 in Y14. This will be in addition to varying amounts of coursework dependent on the course studied. It will not be possible to continue with an A2 course should an acceptable standard not be reached in that subject at AS level. In the majority of subject areas, the AS now counts as 40% of the full A level, the A2 counts as 60% of the full A level.

A BTEC Level 3 course is based on the successful completion of all units in a portfolio based qualification. This is undertaken as a two year course and contains no examination units.

Most pupils will choose three subjects to study in Y13, but those who attain outstanding GCSE results at the end of Y12 may be considered for 4 choices. When choosing courses, students should bear in mind the subjects that they enjoy, the subjects in which they can maximise their ability, and, where known, the subjects that will support the pathway for their choice of career.

## Academic requirement for AS study

It is our overriding concern that students, staff and parents have clear evidence that the pupil is academically capable of benefiting from the courses of study that we offer. Appropriate evidence will be based on the results of the GCSE examinations.

All students should achieve:

- A grade C or above in GCSE English Language and GCSE Mathematics
- A minimum of 5 GCSEs at Grades A\*- C and/or Level 2 BTEC at Grades Distinction\*-Pass.
- Best 5 subjects must total at least 13 points. (This is not a guarantee of entry as other factors will be considered such as high levels of attendance and behaviour)

- The minimum entry requirements of preferred subjects must be met. This will usually be a GCSE Grade B or BTEC Level 2 Merit. (This information can be found throughout the booklet.)

This is not a guarantee of entry as other factors will be considered such as high levels of attendance and behaviour.

It is important to note that Sixth Form courses offered at Ulidia are demanding, and require a high level of independent study. Therefore, we have to consider not just your academic achievement but also your careers path, skills, attributes and the likelihood of success.

## Points will be calculated as follows:

GCSE (A*-G Scale) (9-1 Scale)		BTEC (1st Award) & Occ Studies (Level 2)
A* = 5	9 = 5 points	D* = 5
A = 4	8/7 = 4 points	D = 4
B = 3	6 = 3 points	M = 3
C = 2	5/4 = 2 points	P = 2

Students will be ranked according to these points, with higher ranked students filling places initially.

When you receive your GCSE / BTEC results in August, you will be interviewed by either the Principal or a senior member of staff in order to finalise your preferred options and confirm your place in Sixth Form. All students will be considered on an individual basis. While every effort is made to allow pupils to follow their preferred subjects this depends on timetable and class size constraints. In the event of a course being oversubscribed, those students with the highest points score will be allocated initially. Students should be aware that the viability of all courses depends on student numbers. In the event of any course having spare capacity, entry criteria may be reviewed. The final decision regarding entrance to Sixth Form rests with the Principal.

If we can be of any further assistance, please do not hesitate to contact the college and arrange an appointment with Mrs Bonar, Vice Principal or Mrs J Allen, Senior Teacher for Curriculum.

**Please also note the following:**

(1) All CLC classes are dependent on places becoming available from our partner schools and are subject to change.

(2) Subjects running in Ulidia Integrated College are dependent on student numbers and any classes that are under-subscribed may not run; in addition those that are over-subscribed will have enhanced entry criteria applied.

(3) Ulidia Integrated College cannot be held responsible for the entry criteria applied by universities and we would strongly advise students and parents to fully research degree courses that they are interested in before making final choices in August. We would recommend however, that students who wish to go to university select no more than one BTEC or CTEC course.

## **Progression from Year 13 to Year 14**

It is the aim of the College that all students will study a minimum of three subjects through to the end of Year 14 that will enable them to proceed to higher education and beyond. In order to progress into Year 14, it is important that students are attaining at a level that can enable them to achieve success. Progression from Year 13 to Year 14 is not automatic but is grade dependent.

Where a parent wishes to appeal the decision by the College not to admit a pupil to Year 14, on the basis of them not meeting the requirements of the Sixth Form Agreement, they should follow the Appeals process which can be obtained from the College office.

## **External Applications**

### **Admittance to Sixth Form**

Pupils who are entering the Sixth Form from other schools must fulfil all of the above criteria.

The size of the Sixth Form intake is determined by the Principal and other senior staff within the context of the school's overall enrolment number as set by The Department of Education. The number of places available to pupils from other schools is dependent on the number of 'internal' pupils returning to Sixth Form and places to 'external' pupils are normally awarded on ranked order, based on overall points score. Those with a higher points score will be allocated a place before those with a lower points score, subject to places being available in their chosen subjects.

While every effort is made to allow pupils to follow their preferred subjects, this depends on timetable and class size constraints.

**"The college has really welcomed me and treated me with respect. My opinion of life in Northern Ireland has completely changed."**

- Konnor, Year 13

## Why choose Art & Design?

The Art & Design course is wide and full of variety so each person will find the area that they are best suited to. 60% coursework and all examination work is completed within the classroom environment. There are fantastic options for further study either at University or higher education. Careers in Art & Design are plentiful, exciting and give great job satisfaction. The course can be tailored to meet the areas of Art & Design that you enjoy and feel you can succeed in.

## The good, the bad and the ugly...

You do need to be self motivated and focused. You need to really enjoy Art and be interested in it. You will have to manage your time well so that you get coursework completed on time. You have the opportunity to express your own ideas, personality and experiences through creativity. Classes have small numbers and teaching is done on a one to one discussion basis.

## Course contents

The course is made up of 60% coursework and one externally set examination worth 40%. Each pupil works with two dimensional and three dimensional materials. One of these pieces will be fine art, the other design. Pupils are given a theme at the start of each project but are free to choose which area of Art & Design they want to work in. These areas include: Fashion, textiles, printing, ICT, graphics, animation, painting, drawing, sculpture, ceramics, jewellery and mixed media and others.

When you decide on your chosen area of art, you begin to research the theme in your own way. You will have to do drawings, take photographs and research other artists and designers work. After research, you will spend time planning and designing your final outcome.

## Entry Requirements

It is desirable that students have achieved a grade B in GCSE Art & Design

## Careers in Art & Design

It may surprise you to know that there are a huge number of jobs connected to Art & Design. There are excellent degree and HND courses available both locally and further afield. The following are just a small sample of jobs leading on from Art & Design.

Graphic Designer

Architect

Sculptor

Fashion Designer

Cameraman

Animator

Dental Cosmetics

Teacher

Art Conservator

Weaver

*For more information, please speak to Mrs Mercer*



FIRE  
EXIT



The Cambridge Technical in Business has been developed to meet the changing needs of the sector, and prepare pupils for the challenges they'll face in Higher Education or employment. Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technical in Business focuses on the skills, knowledge and understanding that today's universities and employers demand. Pupils will practically apply their skills and knowledge in preparation for further study or the workplace.

## Entry Requirements

A minimum of a Grade C in GCSE English and Maths and preferably have studied ICT if no Business Studies at GCSE level.

You will learn how a business might evolve. From a small start-up business to a large multinational organisation, you will consider a range of different business types and gain an understanding of how the choice of business type might affect the objectives that are set. You will also look at the internal workings of businesses, including their internal structure and how different functional areas work together. Plus, by looking at the external constraints under which a business must operate, you will gain an understanding of the legal, financial and ethical factors that have an impact. You will also explore ways in which businesses respond to changes in their economic, social and technological environment; and gain an appreciation of the influence different stakeholders can have upon a business.

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

## What will I Study and how will I be assessed?

There are a total of four units in this course, two at AS and two at A2. The breakdown of the units is detailed in the following table.

	Unit No.	Unit Title	Unit ref. no (URN)	Type of Assessment
Year 13	1	The Business Environment	A/507/8148	External (Exam)
	4	Customers and Communication	A/507/8151	Internal (Portfolio)
Year 14	2	Working in Business	F/507/8149	External (Exam)
	5	Marketing and market research	F/507/8152	Internal (Portfolio)
	8	Introduction to human resources	R/507/8155	Internal (Portfolio)



## What can I do with a qualification in Business?

Do you imagine your future as self-employed or in a managerial position? Cambridge Technical Business might be the subject for you! It can give you the tools and information required to understand how businesses are created, managed and become successful.

Cambridge Technical in Business is a great attribute on your CV, it shows future employers you understand how a business works, so you may be considered for higher positions. Business Studies also opens up a variety of career opportunities and also for further study at college or university. Possible career choices within the area of business include management, marketing, finance, accounting, banking, retailing, manufacturing and local government.

## How can I find out more?

There are a number of ways that you can find out more about studying Cambridge Technical in Business:

- [www.org.org.uk](http://www.org.org.uk)
- [www.ebea.org.uk](http://www.ebea.org.uk)
- UCAS [www.ucas.com](http://www.ucas.com) or
- CAO [www.cao.ie](http://www.cao.ie) for details on entry requirements for university courses.

*For more information, please speak to Mrs Knight-Geddes*



## Why study Digital Technology?

The GCE in Digital Technology is for students interested in current and emerging technologies, the impact they have and how to use them effectively. This qualification is likely to appeal to all, but is of extra benefit to those students wishing to pursue a career in ICT – such as software design, computer programming, network manager, website developer etc.

New technologies, networks and services are transforming the way we communicate with each other, how we work and the way we learn. GCE Digital Technology gives students opportunities to develop advanced skills in a range of development environments and apply these to relevant work-related scenarios.

Students will also acquire other skills valued in further and higher education, as well as in the workplace; these include research, investigation, analysis, communication skills, problem solving and working with others.

### Entry Requirements

A minimum of at least a Distinction in BTEC Level 2 Award in ICT or GCSE B+ in ICT.



## What will I study?

This course is split into 4 units:

### Unit AS 1: Approaches to System Development (Exam, 1hr 30mins, 20%)

This unit explores approaches to the development of complex digital technology systems, the key stages in the process and the outputs produced. The other three units build on this one.

### Unit AS 2: Fundamentals of Digital Technology (Exam, 1hr 30 mins, 20%)

In this unit students develop knowledge and understanding of the fundamentals of any digital technology system, such as data representation, computer architecture, software and the user interface.

### Unit A2 1: Information Systems (Exam, 2hrs 30mins, 40%)

This unit provides knowledge and understanding of concepts such as computer networks, databases, mobile technologies, cloud computing, legislation, and moral and ethical issues.

### Unit A2 2: Application Development (Internal Assessment, 20%)

This unit allows students to apply their skills, knowledge and understanding to develop an application that solves a problem for a specified client.

*For more information, please speak to Mr Barnard or visit the CCEA website  
[http://ccea.org.uk/digital\\_technology/](http://ccea.org.uk/digital_technology/)*



**“The pupils are confident, motivated and have a clear sense of pride in their school. They display positive attitudes to their learning and they are well prepared for the next stage of their education or life in the work place.”**

**- The Education and Training Inspectorate**



## AS LEVEL

### UNIT AS 1 (60% of AS and 24% of A-Level)

#### SECTION A The Study of Poetry 1900-Present

Written examination: analyse, evaluate, and compare and contrast a range of poetry by two poets.

Robert Frost and Seamus Heaney OR  
Ted Hughes and Sylvia Plath OR  
Elizabeth Jennings and Philip Larkin

#### SECTION B The Study of Drama 1900-Present

Written examination: students communicate their knowledge and understanding of a play by a modern dramatist.

Tennessee Williams – *A Streetcar Named Desire* OR  
Robert Bolt – *A Man for All Seasons* OR  
Samuel Beckett – *Waiting for Godot* OR  
Arthur Miller – *The Crucible* OR  
Brian Friel – *Translations* OR  
Ena Lamont Stewart – *Men Should Weep*

### UNIT AS 2 (40% of AS and 16% of A-Level)

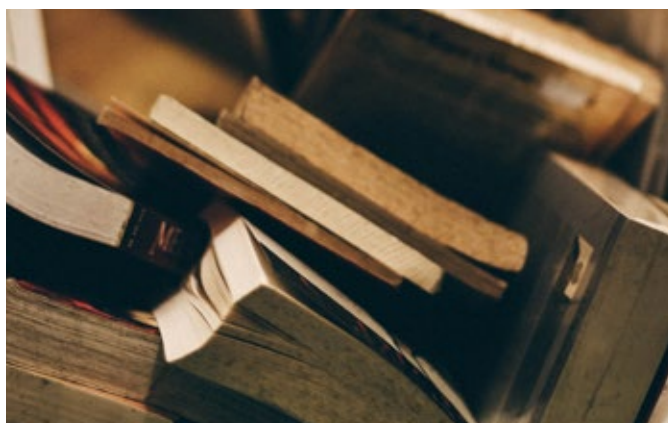
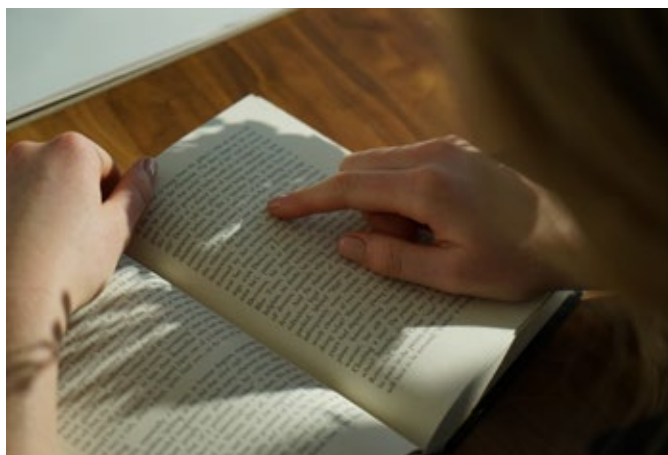
#### The study of Prose Pre-1900

Written examination: Students communicate their knowledge and understanding of a novel.

Nathaniel Hawthorne – *The Scarlet Letter* OR  
Mary Shelley – *Frankenstein* OR  
George Eliot – *Silas Marner* OR  
Emily Brontë – *Wuthering Heights* OR  
Jane Austen – *Emma* OR  
Bram Stoker – *Dracula*

#### Entry Requirements

Priority is given to students who have a Grade B in English Language and preferably have studied English Literature.





## A2 LEVEL

### UNIT A2 1 (20% of A-Level)

#### Shakesperean Genres

Written examination: students communicate their knowledge and understanding of ONE play by Shakespeare.

### UNIT A2 2 (20% of A-Level)

#### SECTION A The Study of Poetry Pre-1900

Written examination: students explore and respond to a range of poetry by a poet they have studied. They draw on the skills developed in their AS study of poetry.

CHOICE OF Geoffrey Chaucer (The Wife of Bath's Prologue and Tale), John Donne, William Blake, John Keats, Emily Dickinson, Elizabeth Barrett Browning

#### SECTION B The Study of Poetry Pre-1900

Written examination: students demonstrate critical skill and personal engagement in response to an unseen poem. Students analyse poetic methods to determine how poets shape meaning.

In this section, students experience poems from different time periods and poems with various themes, forms and poetic styles.

### UNIT A2 3 (20% of A-Level)

#### Internal Assessment

Students complete a 2500-word essay. Students engage in a detailed study of TWO NOVELS, one of which must be a twenty-first-century novel.

In this unit, students draw on skills developed in their AS study, in particular the study of prose pre 1900 in Unit AS 2, to communicate effectively their knowledge and understanding of the novel form. The unit encourages independent study, wider reading and enjoyment of modern literature.

## What can I do with a qualification in English Literature?

English Literature is one of the main subjects in the Arts and Humanities family and complements subjects such as Languages, History and Politics, Moving Image Art and Performing Arts. A qualification in GCE English Literature could lead to a degree course in the Arts, Humanities and Communication.

Armed with GCE English Literature you could even go straight into employment. The skills you will acquire through taking this course are in high demand from employers as well as universities and colleges. If you are interested in a career in journalism, the media or law then a qualification in GCE English Literature is a good basis for further training in these areas.

*For more information, please speak to Miss M Owens*

## Why choose Health & Social Care?

A Level Health and Social Care is an ideal qualification for those wishing to attend university or begin a career in Health and Social Care or Teaching.

On the course you will:

- Gain an awareness of the important links between Health and Social Care and other fields ranging from sociology and nutrition to ethics and education
- Gain an understanding of issues affecting the health and social sector
- Develop the skills to make an effective contribution to the care sector, including skills in research, evaluation and problem solving
- Prepare for further study and training within employment or university.
- Have the opportunity for work experience in the Health and Social Care or Education sector.

## Entry Requirements

It would be advisable that candidates have at least a C in English as well as Child Development, and/or Science or a Merit or above in BTEC Health and Social Care. However, applications will be considered for students who have not studied these subjects at Key Stage 4, provided they can demonstrate a strong interest for the subject area.

A good standard of written communication is essential. The ability to meet deadlines and work independently is also required. Students studying Health and Social Care are expected to attend a period of work experience in a health or social care environment.

## What topics will I study?

The award is divided into 6 units. You will complete 3 units in year 13 and 3 in Year 14.

AS UNITS	Type of Assessment	Weighting
<b>AS Unit 1: Promoting Quality Care</b>	Internally Assessed	25% of AS, 10% of A2
<b>AS Unit 2: Communication in Health, Social Care and Early Years Settings</b>	Internally Assessed	25% of AS, 10% of A2
<b>AS Unit 3: Health and Well-Being</b>	Externally Assessed (2 hour examination)	50% of AS, 20% of A2
A2 UNITS	Type of Assessment	Weighting
<b>A2 Unit 3: Providing Services</b>	External Assessed (2 Hour Exam)	<b>30% of A2</b>
<b>A2 Unit 4: Health Promotion</b>	Internally Assessed	<b>15% of A2</b>
<b>A2 Unit 5: Supporting the Family</b>	Internally Assessed	<b>15% of A2</b>

## Career Pathways:

Health & Social Care Policy, Health Education and Health Promotion, Teaching, Community Development, Health Research, Nursing, Social Work, Occupational Therapy and Sociology.

*For more information, please speak to Mrs Ford*

## Why choose Health & Social Care?

This qualification is aimed at learners who are interested in a career in Health and Social Care.

The BTEC Level 3 Subsidiary Diploma in Health and Social Care consists of three mandatory units:

- Unit 1 – Developing Effective Communication in Health and Social Care.
- Unit 2 – Equality, Diversity and Rights in Health and Social Care.
- Unit 3 – Health, Safety and Security in Health and Social Care.

Teachers then choose optional units from the following:

Unit	Unit Title
4	Development through the Life Stages
10	Caring for Children and Young People
11	Safeguarding Adults and Promoting Independence
20	Promoting Health Education
21	Nutrition for Health and Social Care
25	Coping with Change
27	Dealing with Challenging Behaviour

## Assessment

All units are internally assessed through written portfolio work. Learners will complete a total of 60 credits (6 units).

## Progression

This qualification will lead on to a further qualification in Health and Social Care, for example, an NVQ Diploma or any other relevant Health and Social Care qualification at university.

### Entry Requirements

It would be advisable that candidates have at least a Merit in BTEC Level 2 Health & Social Care or equivalent. However, applications will be considered from students who have not studied Health and Social Care at Level 2, provided they can demonstrate a strong interest in working in Health and Social Care and have a Grade C or above in English Language with GCSE Child Development or GCSE Science.

The ability to meet deadlines and work independently is also required. Students studying Health and Social Care are expected to attend a period of work experience in a health or social care environment

*For more information, please speak to Mrs Ford*

## Why choose History?

A Level History is an ideal qualification for those wishing to attend university or begin a career in a History related profession or Teaching. During the course, pupils will:

### Entry Requirements

Minimum of a B Grade at GCSE

- develop their interest in and enthusiasm for history;
- draw together different areas of knowledge, skills and understanding;
- organise and communicate their knowledge and understanding in different ways;
- present coherent arguments and make substantiated judgements;
- acquire the ability to ask relevant and significant questions about the past, carry out research and evaluate conclusions;
- gain an understanding of the different ways in which aspects of the past have been interpreted;
- develop higher order thinking skills, such as creative thinking and problem-solving;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication; and demonstrate through external assessments that they understand and can apply key historical terms, concepts and skills.

## Why topics will I study?

AS Units	Type of Assessment	Weighting
<b>AS 1: Historical Investigations and Interpretations</b> (1 hour 30 mins)	External written examination. Students answer a short response question and a two-part source question.	50% of AS 10% of A level
<b>AS 2: Historical Conflict and Change</b> (1 hour 30 mins)	External written examination. Students answer two questions from a choice of three. Each question has two parts, a short response and an extended essay.	50% of AS 20% of A level

A2 Units	Type of Assessment	Weighting
<b>A2 1: Change Over Time</b> (1 hour 30 mins)	External written examination. Students answer a short response question and a two-part source question.	50% of AS 10% of A level
<b>A2 2: Historical Investigations and Interpretations</b> (1 hour 30 mins)	External written examination. Students answer two questions from a choice of three. Each question has two parts, a short response and an extended essay.	50% of AS 20% of A level

For more information, please speak to Mrs McBride





**"I had a difficult start to school and I didn't have confidence in my ability. Ulidia has nurtured me for the last 7 years and I am now a senior prefect, a Trophy for Excellence winner and I have a University offer for Computer Science at Stirling."**

**- Olivia, Year 14**

The Edexcel BTEC Level 3 Subsidiary Diploma in IT is a 60-credit and 360-guided-learning-hour (GLH) qualification that consists of six units. It is largely equivalent to 1 x A' Level and is suitable for those students wishing to demonstrate their ability to use ICT.

## Entry Requirements

A minimum of at least a Merit in BTEC Level 2 Award in ICT, or GCSE C+ in ICT.

## What will I study?

### Unit 1: Communication and Employability Skills for IT (60 Lessons)

Communication skills are key to success in any sector but are particularly important in highly technical sectors, such as IT, where the language used can become full of jargon. It is important that learners are able to communicate with non-technical staff and understand when different types and vehicles of communication are appropriate.

The aim of this unit is to ensure that learners understand both the personal attributes valued by employers and the principles of communicating effectively whilst developing effective communication skills and addressing their own personal development needs.

### Unit 2: Computer Systems (60 Lessons)

At some stage, most IT professionals will have to set up and customise a computer system or systems. To do so effectively, they will need to understand the components that make up computer systems. The operating system interacts with the hardware and software components in order to make a functioning machine.

The aim of this unit is to enable learners to understand the components of computer systems and develop the skills needed to recommend appropriate systems for business purposes and set up and maintain computer systems

### Unit 9: Computer Networks (60 Lessons)

Networks are used in one way or another by virtually every organisation, from simple use of internet services through internal file sharing to wide area networks exchanging data across continents. Therefore, it is essential that learners thinking of careers within the IT industry have a good understanding of the underlying principles of networking and how data travels around networks.

The aim of this unit is to ensure learners understand the key components of networked systems, know about network protocols and the services provided by network systems and develop the skills required to ensure network security.

### Unit 28: Website Production (60 Lessons)

The number of websites on the worldwide web has increased dramatically and competition is very high. This means that designers must use increasingly sophisticated techniques to capture interest, as well as ensuring that an appropriate company image is presented. Usability issues, such as navigation methods, must be considered carefully. A poorly-designed structure could result in users becoming confused or frustrated and navigating away from the website.

The aim of this unit is to enable a learner to understand web architecture and the factors that affect its performance and to be able to design and create interactive websites. Students use Wordpress and Dreamweaver to design their own live website.

### Unit 30: Digital Graphics (60 Lessons)

Technology enables the production and reproduction of images to all scales, sizes and colours. High-capacity storage devices, digital cameras, specialist software and printers mean that high quality and appropriate images can be designed and produced more easily than before. There is now little excuse for not creating documents that use graphic images effectively.

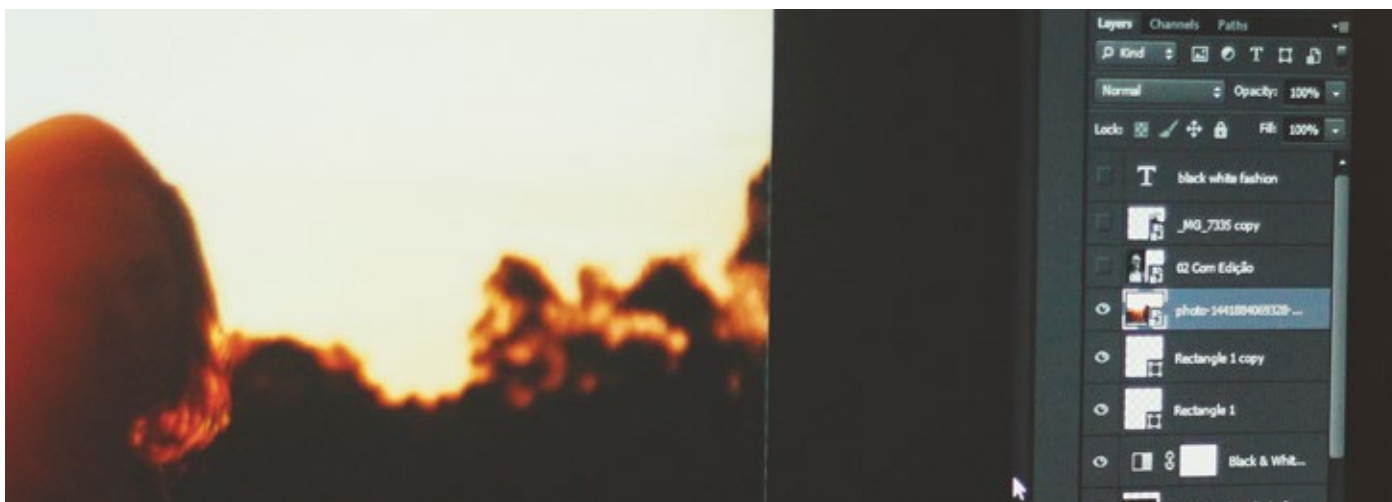
This unit aims to enable learners to understand different types of digital graphics images and file formats and to be able to create, edit, modify and manipulate digital images of various types and complexity using Adobe Photoshop.

### Unit 31: Computer Animation (60 Lessons)

Computer animation is the art of creating moving images through the use of computers. It brings together computer graphics and animation techniques. Animation does not require computers; however the increasing ability of computers to create and manipulate sets of images has allowed basic animation to reach new levels of sophistication and realism.

The aim of this unit is to ensure learners understand types of animation and their uses and develop the knowledge and skills required to use software techniques to design and implement different types of animation.

*For more information, please speak to Mr Barnard or visit the EdExcel ICT BTEC website*  
<http://www.edexcel.com/Subjects/BTEC-IT>





This new and innovative qualification has been developed in partnership with Northern Ireland industry (e.g Almac, Norbrook) and drawing on expertise from our 2 local universities.

Across Northern Ireland, this is a fast growing employment sector which generates £800 million per year and is growing by 12% annually – employing 70,000 people. (2015 MATRIX sector Report).

These qualifications are ideal for those students who want a highly sought after qualification with a broad background in science. It will allow them to progress to higher education, further training and/or employment in a wide range of career paths.

## Entry Requirements

High grades in two Science GCSEs (preferably a Grade BB), provides the necessary foundation. A good standard of Mathematics and English is needed (preferably a Grade C or above).

## Course Structure

There are a range of exam and portfolio units; developing strong laboratory skills is a key feature. This course has 16 units available to choose from: 6 at AS level and 10 units at A2.

### Year 13

At AS level, all students must complete Unit 1, 2 and 3.

AS Units	Unit Title
<b>Unit 1</b>	Experimental Techniques
<b>Unit 2</b>	Human Body Systems
<b>Unit 3</b>	Aspects of Physical Chemistry in Industrial Process

In addition, students working towards a **Double Award** qualification must complete:

<b>Unit 4</b>	Brain Science
<b>Unit 5</b>	Material Science
<b>Unit 6</b>	Medicine, Drugs and Clinical Trials





## Year 14

At A2 level, all students must complete Units 1 and 2.

AS Units	Unit Title
<b>Unit 1</b>	Scientific Method, Investigation, Analysis and Evaluation

**Unit 2** Organic Chemistry

The Single Award qualification also includes any 1 of these 3 optional units and the Double Award includes any 2:

**Unit 3** Medical Physics

**Unit 4** Sound and Light

**Unit 5** Genetics, Stem Cell Research and Cloning

In addition, the Double Award qualification includes any 2 of these 5 optional units:

**Unit 6** Microbiology

**Unit 7** Oral Health and Dentistry

**Unit 8** Histology and Pathology

**Unit 9** Analytical Chemistry Techniques

**Unit 10** Enabling Technology

## Health and Life Sciences career possibilities:

### Employment

These qualifications are relevant to employment in various science sectors:

Health care, Medical and Laboratory based science, Chemical industry, Leisure and associated industries, Food and catering industries.

### Higher Education

Provides a sound basis for progression to a range of science based degree courses:

Physiotherapy, Pharmacy, Radiotherapy, Speech Therapy, Biochemical Science, Food Technology, Forensic Science, Nursing, Medical Physics, Materials Science, Engineering, Zoology, Sports Science, Human Physiology to name just some of the possibilities.

*For more information, please speak to Mr Glass*

Mathematics at AS and Advanced GCE is a course worth studying not only as a supporting subject for the physical and social sciences, but in its own right. It is challenging but interesting. Practically, Maths helps us put a price on things, create graphics, build websites, build sky scrapers and generally understand how things work or predict how they might change over time and under different conditions.

- Maths is one of the best subjects to develop your analytical, research and problem solving skills.
- It will give you the knowledge to tackle scientific, mechanical, coding and abstract problems
- It will help you develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively

## Is Maths right for me?

Mathematics at AS and Advanced GCE is a course worth studying not only as a supporting subject for the physical and social sciences, but in its own right. It is challenging but interesting. Practically, Maths helps us put a price on things, create graphics, build websites, build sky scrapers and generally understand.

Mathematics is rather different from many other subjects. An essential part of mathematical study is the challenge of analysing and solving a problem and the satisfaction and confidence gained from achieving a 'correct' answer.

If you choose mathematics you will not have to write essays, but you will need to be able to communicate well in written work to explain your solutions in a structured manner.

Mathematics is not about learning facts. You will not achieve success by just reading a textbook or by producing and revising from detailed notes... you actually need to 'do' Mathematics.

*For more information, please speak to Mrs O'Rourke (Head of Department) or Mrs Allen*

## Entry Requirements

Students must have achieved at least a Grade B at Higher Tier in GCSE Mathematics. Pupils must have completed T4 & T6 modules at GCSE. A GCSE in Further Maths is helpful, but not compulsory.

## Assessment

- **AS Level** you will take 2 units (Pure and Applied)
- **A2 Level** you will take a further 2 units (Pure and Applied).
- **Pure Mathematics** makes up 66 2/3% of entire course
- **Applied Mathematics** will include both Mechanics (50%) and Statistics (50%) at AS and A2 level.

## What can I do after I have completed the course?

A level Mathematics is very valuable as a supporting subject to many courses at Advanced GCE and degree level, especially in the sciences and geography, psychology, sociology and medical courses.

There are also many areas of employment that see a Mathematics GCE as an important qualification.

**Higher Education courses or careers that either require A-level Mathematics or are strongly related include:**

Computer Programming, IT, Games Development, Economics, Engineering: Software, Civil, Mechanical, Accountancy, Finance, Medicine, Architecture, Teaching, Psychology, Physics, Actuarial Science, Consultancy, Scientific Research, Construction

**"Maths is a 'facilitating' subject, which means that it will help you to study lots of other subjects and pursue lots of different careers."**

- Russell Group informed choices guide







GCE Moving Image Arts is the first course of its kind in the UK. This is taught in our Digital Arts Suite. The course covers the technical skills necessary to produce film and animated sequences, for example:

- Lighting techniques
- Sound recording
- Editing
- Digitization

You will also learn about the important processes involved in pre-production, such as:

- Script Development
- Location Selection
- Character Development
- Storyboarding

## Why study GCE Moving Image Arts?

Whether accessed through cinema, television, DVD or the Internet, moving images act as a primary source of information and knowledge about the world. Moving Image Arts is therefore critical to understanding and interpreting contemporary society.

## What does the course consist of?

Coursework is worth 60%. The online examination is worth 40% and is the first AS examination in Northern Ireland to be completed online.

## What do I need to take the course?

As two of the units are assessed by online examination, you should have basic keyboarding and word processing skills. No previous experience in moving images is necessary.

## Why will I study?

- You will study film language.
- You will learn about the different technical roles and work practices involved in moving image production (director, cinematographer, editor, art director, set designer, etc).
- Cinematic realism and formalism will be the key Areas of Study, drawing attention to important examples of personal expression in the history of cinema.

## Entry Requirements

You should have achieved a minimum of a Grade C in GCSE English. It is not essential to have studied Moving Image Art before but basic keyboarding skills are necessary. An interest in film making, editing and directing is essential. Students who undertake this course will be expected to have access to their own equipment if required.

- The inter-relationship between the moving image and other art forms, disciplines and practices will be the focus of the course, highlighting the interdisciplinary nature of moving image production.

The AS (Advanced Subsidiary)/A2 structure of this GCE means you can study for the AS Level award, completing units AS1 and AS2 and then decide if you wish to continue to A2 level where you will complete the two additional units: A2 1 and A2 2. This will lead to an award for the full Advanced GCE.

## What can I do with a qualification in Moving Image Arts?

Rapid growth of digital media technologies has made the creative industries increasingly accessible and attractive to young people. The GCE in Moving Image Arts introduces you to this exciting and enterprising field while also embedding skills that will benefit you in a host of additional pursuits.

The benefits of Moving Image Arts extend beyond a career in film or animation. Transferable skills like resource management (time, people and budgets), planning, problem solving, negotiation, and communication are also strengthened through the course activities.



## Careers in Moving Image Arts?

It may surprise you to know that there are a huge number of jobs connected to photography. There are excellent degree and HND courses available both locally and further afield. It is an advisable choice if you wish to attend Art College. The following are just a small sample of jobs leading on from Photography.

- Set Designer
- Sound Production
- Director
- Script-writer
- Stylist
- Television Film-maker
- Teacher
- Creative Director
- Gallery management/Curator
- Advertising/Promotion

*For more information, please speak to Mrs Mercer*



This BTEC course is designed to provide a specialist work-related qualification. Students studying Performing Arts (Acting) will organise events/projects which will provide them with practical understanding of the skills required to develop careers within the Performing Arts and related industries. It provides a pathway into higher education, principally BTEC Higher Nationals and Degree courses in Performing Arts.

## What will I study?

Unit	Unit Title
Unit 7	Performing to an Audience
Unit 19	Principles of Acting

Students will also study additional units chosen from an interesting list which include:

- Devising Plays
- Theatre for Children
- Auditions for Actors
- Movement in Performance
- Developing Physical Theatre
- Classical Theatre Performance
- Performing with Masks
- Musical Theatre Performance
- And many more ...

## Entry Requirements

Due to the written portfolio nature of this course, Performing Arts students should have a grade C or above in GCSE English or equivalent. Students should also either have a grade C or above in GCSE Drama or an M+ in BTEC Performing Arts.

In the absence of having studied either of these subjects, the student must have a keen interest in performing to an audience, and, in the event of the course being oversubscribed; preference will be given to those who have experience either in school productions or through membership of a local theatre group.

Students studying Performing Arts are expected to become actively involved in extra-curricular performances and will be required to attend rehearsals out of class time. This will include students being available for occasional Saturday morning and evening rehearsals.

*For more information, please speak to Mrs McColgan*

A range of key concepts will be explored and learned – such as Composition, Framing and Close up. Digital photography is used with the exploration of the computer manipulation package 'Photoshop'. Candidates will explore a wide range of images, resources and genres relating to photography.

The course requires a high level of independent thought, research and experimentation. The use of workbooks/sketchbooks will underpin every project. Within this you will be expected to analyse and evaluate images, critically in a written format.

- You do need to be self motivated and focused.
- You need to be an imaginative and creative person who is interested in visual arts.
- You will have to manage your time well so that you get coursework completed on time
- You have the opportunity to express your own ideas, personality and experiences through creativity.
- Classes have small numbers and teaching is done on a one to one discussion basis.

## Course Content

The course is made up of 60% coursework and one externally set assignment (ESA) worth 40%. There is no formal written exam. All work completed in school and home.

For AS, each pupil must complete one coursework portfolio project and an externally set assignment project. Pupils are free to choose a theme such as portraiture, the human form, landscapes, still life and experimental imagery for the coursework project.

When you decide on your chosen area, you begin to research the theme in your own way. You will have to re depth, take photographs and experiment. Research, analyse and evaluate other artists, photographers and designers work. After research, you will spend time planning and selecting your final outcome.

## Entry Requirements

YOU DO NOT NEED TO HAVE GCSE ART& DESIGN! However Grade C or above at GCSE Art & Design or Moving Image Arts and English is desirable. An interest or strong enthusiasm for photography is essential and you must be able to get out and about to take photographs. Students who undertake this course will be expected to have access to their own equipment if required.

## Careers connected with Photography

It may surprise you to know that there are a huge number of jobs connected to photography. There are excellent degree and HND courses available both locally and further a field. It is an advisable choice if you wish to attend Art College or interested in Graphic/Web/product Design. The following are just a small sample of jobs leading on from Photography:

- Graphic Designer
- Product Designer
- Interior Designer
- Architect
- Fashion/brand manager
- Stylist
- Television
- Film
- Magazine Editor/Styling
- Web Designer
- Fashion Photographer
- Photo Journalist
- Sports Photographer
- Wedding Photographer
- Professional Photographer
- Professional Artist
- Teacher
- Creative Director
- Gallery management/Curator
- Advertising/Promotions

*For more information, please speak to Mrs Chada*

## Overview of the Course

### AS Level (2 External Examinations - 1 hour and 20 minutes each)

UNITS	Type of Assessment
<b>AS Unit 1: An Introduction to the Gospel of Luke</b>	Within this topic, the following themes are studied: <ul style="list-style-type: none"><li>• Religious &amp; Political Background</li><li>• Introduction to the Gospel of Luke</li><li>• Selective Narratives in Luke's Gospel</li><li>• The Words (parables) of Jesus</li><li>• The Deeds (miracles) of Jesus</li></ul>
<b>AS Unit 4: The Christian Church in the Roman Empire: Beginnings, Expansion and External Pressure</b>	Within this topic, the following themes are studied: <ul style="list-style-type: none"><li>• Expansion of Christianity</li><li>• Church Government</li><li>• Persecution</li><li>• Constantine</li><li>• Early Christian Thought</li></ul>

### A2 Level (2 External Examinations - 2 hours each)

UNITS	Type of Assessment
<b>A2 Unit 1: The Theology of the Gospel of Luke</b>	Within this topic, the following themes are studied: <ul style="list-style-type: none"><li>• The Function and Role of Biblical Criticism</li><li>• Lukan Christology</li><li>• Religious Themes</li><li>• The Theological Significance of the Words and Deeds of Jesus</li><li>• Interpreting Luke</li></ul>
<b>AS Unit 4: The Continued Development of Christian Church in the Roman Empire to AD325</b>	Within this topic, the following themes are studied: <ul style="list-style-type: none"><li>• Church Life and Worship</li><li>• Heresy and Schism</li><li>• Defining the Faith</li><li>• Christian Writers</li><li>• Council of Nicaea</li></ul>

### Entry Requirements

You will have studied one of the following options at GCSE, and achieved the relevant grade:

- Full Course Religious Education at Grade B **or**
- GCSE English Language or Literature Grade B **or**
- Short Course Religious Education at Grade A

## Career Opportunities

Jobs directly related to studying Religious Education include that of an RE Teacher at Secondary level, a Primary Teacher and Lecturer, or a job within the Church. Jobs in which the study of Religious Education would be very useful include: Advice Worker, Charity Officer, Civil Service Administrator, Community Development Worker, Editorial Assistant, Newspaper Journalist, Social Worker and Youth Worker.

The skills gained through the study of Religious Education are highly respected and sought after by many potential future employers.



*For more information, please speak to Mrs Bell*



The Level 3 BTEC course in Sport is designed to provide a specialist work-related qualification in a range of sectors. The BTEC Subsidiary Diploma in Sport has been developed to provide preparation for further education and employment in the field of sport.

- Students are expected to become actively involved in Sports Development, assisting with sports activities within the Carrickfergus community.
- Students will have the opportunity to work along side PE teachers, gaining experience in the care of children and young people.
- Students will gain an extensive knowledge in the area of anatomy and physiology.
- Students will become involved in the preparation of sports teams, understanding the importance of both physical and mental aspects of their performance.
- Students will become actively involved in the design of training programmes and testing the athletes involved.

## BTEC Subsidiary Diploma in Sport = 1 A Level

The BTEC Subsidiary Diploma in Sport consists of 7 units.

Units 1-4 are Mandatory as set out by Edexcel

Unit	Unit Title
1	Principle of Anatomy and Physiology
2	The Physiology of Fitness
3	Assessing Risk in Sport
4	Fitness Testing for Sport and Exercise
5	Fitness Training and Programming
6	Exercise, Health and Lifestyle
7	Sports Development or Practical Team Sport*

\* Unit 7 - Students will complete either Sports Development or Practical team Sport. This will depend on the Ulidia Timetable on a year by year basis.

## Entry Requirements

Due to the written portfolio nature of this course, Sports Studies students should have a grade C or above in GCSE English. Students should also either have a grade C or above in GCSE Physical Education or a Merit overall in BTEC Sport Studies. In the absence of studying GCSE PE or BTEC Sport Studies, students should have achieved a GCSE Science qualification grade C or above and be a participating member of a sports club.

Enhanced criteria may be applied in the event of this course being oversubscribed.

## Career Pathways

Areas of specialisation for BTEC Sport Studies students include careers such as PE Teacher, Coaching, Fitness Instructor and Outdoor Adventure leader.

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

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- Students will become actively involved in the design of training programmes and testing the athletes involved.

## BTEC Diploma in Sport = 2 A Levels

The BTEC Subsidiary Diploma in Sport consists of 13 units. Units 1-4 are Mandatory as set out by Edexcel

Unit	Unit Title
1	Principle of Anatomy and Physiology
2	The Physiology of Fitness
3	Assessing Risk in Sport
4	Fitness Testing for Sport and Exercise
5	Fitness Training and Programming
6	Exercise, Health and Lifestyle
7	Sports Development
8	Practical Team Sport
9	Instructing Physical Activity

## Entry Requirements

Due to the written portfolio nature of this course, Sports Studies students should have a grade C or above in GCSE English. Students should also either have a grade C or above in GCSE Physical Education or a Merit overall in BTEC Sport Studies. In the absence of studying GCSE PE or BTEC Sport Studies, students should have achieved a GCSE Science qualification grade C or above and be a participating member of a sports club.

Enhanced criteria may be applied in the event of this course being oversubscribed.

Unit	Unit Title
10	Leadership in Sport
11	Sports Coaching
12	Organising Sports Events
13	Work Experience in Sport

## Career Pathways

Areas of specialisation for BTEC Sport Studies students include careers such as PE Teacher, Coaching, Fitness Instructor and Outdoor Adventure leader.

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



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

## Entry Requirements

Grade C or above in GCSE English, an interest in Travel and Tourism is essential. In the event of the course being oversubscribed, preference will be given to those students who have studied Travel and Tourism at KS4.

The Geography Department at Ulidia Integrated College has established a good working relationship with local universities and also with national employers through regular visits and work experience opportunities. The Geography department at Ulidia Integrated College have a reputation of producing high quality teaching and learning experiences through our Ambassador Environmental Education Programme.

## Course Outline

AS Units	Description	Weighting
<b>Unit 1: AS: The United Kingdom Tourist Product</b> (Externally Assessed)	The UK is one of the world's most popular tourism destinations. Why are so many tourists attracted to the UK?	50% of AS 25% of A level
<b>Unit 2: AS: Worldwide Tourism Destinations</b> (Internally Assessed)	Not all destinations are alike, not everyone travels for the same reasons. Why do people want to travel to tourism destinations?	50% of AS 25% of A level
A2 Units	Description	Weighting
<b>Unit 3: AS: The Dynamic Tourist Industry</b> (Externally Assessed)	Does the tourism industry have any control over a hurricane having a devastating effect on a Caribbean island or severe snow storms in southern England? Clearly not. The tourism industry has to respond to many environmental, economic and political events over which it has no control.	25% of A level
<b>Unit 4: AS: Event and Itinerary Planning</b> (Externally Assessed)	What is a tourism event and what makes a successful tourism event? Events do not just happen; they take weeks, months and in some cases years of planning.	25% of A level

**"I like Travel and Tourism; it is interesting and gives you a better understanding of the world around you"**

- Faith (Year 13)

**"I have studied Travel and Tourism for three years. I now want a career in this area and to go to University to study International Tourism Management"**

- Natalia (Year 13)

For more information, please speak to Mrs Patterson





# Your results explained

From 2017	Level 2						Level 1				Unclassified
GCSE (CCEA/WJEC)	A*		A	B		C	D	E	F	G	U
GCSE (AQA/OCR)	9	8	7	6	5	4	3	2	1	U	
BTEC	*2 (Dist*)		D2 (Dist)	M2 (Merit)		P2 (Pass)	P1 (Pass)				U
Occ Studies	D2 (Distinction)			M2 (Merit)		P2 (Pass)	D1 (Dist)	M1 (Merit)	P1 (Pass)	U	





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