



SIXTH FORM
ULIDIA
INTEGRATED COLLEGE

OPTIONS BOOKLET 2021-22

ulidiacollege.com



ALL PUPILS ACHIEVING AMBITIONS

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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

GCE 'A' Level, BTEC Nationals and Cambridge Technical courses consist of a minimum of two externally examined sections. This will be in addition to varying amounts of coursework dependent on the course studied.

Changes to 'A' level and Level 3 qualifications mean that some level 3 courses, particularly those administered by the English Boards (AQA, BTEC, Cambridge and OCN), although having some Year 13 examinations, no longer have an AS equivalence. These courses must be studied for the full two years of sixth form for any qualification to be awarded. CCEA continues to run both AS and A2 courses together (the AS is worth 40% and the A2 60% of the final grade).

Please note it may not be in the best interests of a student to continue with 'A' level studies should an acceptable standard not be reached in the Year 13 examination series or if there is overdue or owing coursework.

Most pupils will choose three subjects to study in year 13, but those who attain outstanding GCSE results at the end of year 12 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.

When you receive your GCSE / BTEC results on Thursday 20th 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. Please ensure you are available on this date. 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.

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.

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.

Pathways & Entry Requirements

Entry requirement for Academic AS study at Ulidia

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.

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.

Entry requirements for ALL students applying to Sixth Form at Ulidia:

- Grade C or above in GCSE English Language & GCSE Mathematics (for vocational pathway it is a requirement of acceptance into sixth form that students will undertake a re-sit in the subject where a C has not been awarded)
- Minimum of 5 GCSEs at grades A*-C and/or BTEC level 2 at grades Distinction* - Pass
- Minimum entry requirement of preferred subjects should be met. This will usually be a GCSE grade B or BTEC Level 2 Merit. (This information can be found throughout the booklet)

Pathways

We have two pathways into Sixth Form study at Ulidia Integrated College:

ACADEMIC PATHWAY

26 points

Study a minimum of 2 up to 4 Full GCE A Level courses, with minimum of 3 level 3 qualifications overall

Entry Requirement:

- Best 5 subjects should total at least **26 POINTS**
- Meet above requirements for all Sixth Form applications

We would advise students who are considering University to take this pathway.

VOCATIONAL PATHWAY

23 points

Study a **MAXIMUM** of 1 full GCE A Level course along side 2 Vocational CTEC or BTEC courses

Entry Requirement:

- Best 5 subjects should total at least **23 POINTS**
- Meet above requirements for all Sixth Form applications

Please note, before embarking on the vocational pathway, applicants should carefully consider what their chosen pathway post 18 will be, as not all universities accept more than one vocational course.

Meeting all the above entry requirements is not a guarantee of entry as other factors will be considered such as high levels of attendance and behaviour.

Points will be calculated as follows:

GCSE A*-G Scale		9-1 Scale		BTEC (1st Award) & Occ Studies (Level 2)
A* = 9 points	9 = 9 points			D*2 = 9
A = 7 points	8/7 = 7 points			D2 = 7
B = 6 points	6 = 6 points			M2 = 5
C* = 5 points	5 = 5 points			P2 = 4
C = 4 points	4 = 4 points			
D = 3 points	3 = 3 point			

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

EXTERNAL APPLICATIONS

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.

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	

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.

ART & DESIGN

AS/A2 Level

ENTRY REQUIREMENTS

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

SPEAK TO

Miss Robinson

EXAM BOARD

CCEA

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.

CAREERS OPPORTUNITIES

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

BIOLOGY

AS/A2 Level

ENTRY REQUIREMENTS

Minimum grades AB overall in Double Award Science, with preferably an A in both Biology modules. A good standard of Mathematics and English is needed (preferably a Grade B or above).

SPEAK TO

Dr Chambers

EXAM BOARD

CCEA

CAREERS OPPORTUNITIES

Dentist, Surgeon, Immunologist, Biomedical Scientist, Zoologist, Marine Biologist, Botanist, Nurse, Doctor, Veterinarian, Pathologist, Dietician, Coroner, Teacher, Pharmacist, Ecologist, Botanist, Nutritionist.

“Biology is the study of complicated things that have the appearance of having been designed with a purpose.”

- Richard Dawkins

Throughout the two-year course students will deepen their knowledge of many biological concepts and theories. This will allow them to develop a better understanding of the interactions in the world around them.

They will learn in more detail the mechanisms within the human body and delve deeper into the processes which keep us alive. There is an emphasis on the biological practical skills, preparing them for a future in scientific research and utilising statistical analysis.

At AS Level Pupils will complete 3 units:

AS Units	Type of Assessment	Weighting
Unit 1: Molecules and Cells	External written examination	37.5% of AS grade 15% of A level grade
Unit 2: Organisms and Biodiversity	External written examination	37.5% of AS grade 15% of A level grade
Unit 3: Practical Skills		25% of AS grade 10% of A2 Grade

At A2 Level Pupils will complete 3 units:

AS Units	Type of Assessment	Weighting
Unit 1: Physiology, Co-ordination and Control, and Ecosystems	External written examination.	24% of A level grade
Unit 2: Biochemistry, Genetics and Evolutionary Trends	External written examination.	24% of A Level grade
Unit 3: Practical Skills		12% of A Level grade

The Practical Skills unit in both year 13 and 14 is split into two sections. Section A is an evidence-based lab book which is internally marked, it is an assessment of practical skills showcased in seven and five tasks conducted in year 13 and 14 respectively. Section B is an external written exam assessing the student's practical skills developed throughout the course from a range of possible practical tasks.

BUSINESS STUDIES

Cambridge Technical Extended Certification Level 3 (Single Award)

ENTRY REQUIREMENTS

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

SPEAK TO:

Mrs Knight-Geddes

EXAM BOARD:

OCR

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.

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?

	Unit No.	Unit Title	Unit ref. no (URN)	Type of Assessment	Percentage Weighting
Year 13	1	The Business Environment	A/507/8148	External (Exam)	33% of Overall A Level
	4	Customers and Communication	A/507/8151	Internal (Portfolio)	16.6% of Overall A Level
Year 14	2	Working in Business	F/507/8149	External (Exam)	16.6% of Overall A Level
	5	Marketing and market research	F/507/8152	Internal (Portfolio)	16.6% of Overall A Level
	17	Responsible Business Practices	T/507/8164	Internal (Portfolio)	16.6% of Overall A Level

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
- www.ebea.org.uk
- UCAS www.ucas.com or
- CAO www.cao.ie for details on entry requirements for university courses.

ENGLISH LANGUAGE & LITERATURE

A2 Level

ENTRY REQUIREMENTS

GCSE English Literature Grade B and GCSE English Language Grade B.

SPEAK TO

Miss Owens

EXAM BOARD

AQA

English Language and Literature is viewed by all UK universities as a facilitating subject and is therefore viewed favourably by university admission tutors. It is a linear qualification with assessment of all material taking place at the end of the course, including a 20% coursework unit. This specification develops literary and linguistic analysis, enabling students to become critical, independent readers. It is also designed to promote creativity and to nurture personal responses to literary and non-literary texts.

WHAT WILL I STUDY?

Paper 1: Telling Stories

Written exam: 3 hours
40% of A Level

Section A:

Remembered Places - Closed Book

One compulsory question on the AQA Anthology: Paris (40 marks). Comparing passages.

Section B: Imagined Worlds

The Handmaid's Tale by Margaret Atwood - Open Book

One question from a choice of two on prose set text (35 marks). Short passage as springboard for point of view response.

Section C: Poetic Voices - Selection of Seamus Heaney Poems - Open Book

One question from a choice of two on poetry set text (25 marks) dealing with the forms and functions of poetic voice.

Paper 2: Exploring Conflict

Written exam: 2 hours 30 minutes
40% of A Level

Section A

Writing about Society:

The Kite Runner - Open Book

One piece of re-creative writing using set text passage (30 marks) 300 words

Critical commentary (25 marks) 400 words

Section B

Dramatic Encounters:

A Streetcar Named Desire - Open Book

One question from a choice of two on drama set text (45 marks)

Non-exam Assessment Making Connections

50 marks - 20% of A Level

Task A personal investigation that explores a specific technique or theme in both literary and non-literary discourse (2,500-3,000 words). Novel and non-literary material.

Exam Title: Compare and contrast the presentation of race in the novel The Help and Barack Obama's first presidential speech.

GEOGRAPHY

AS/A2 Level

ENTRY REQUIREMENTS

C* or above in GCSE Geography

SPEAK TO

Mrs Patterson

EXAM BOARD

CCEA

Your A Level Geography course will cover both the physical and human environments and the complex interaction of processes that shape our world.

It will also, importantly, show the applied side of the subject - how human intervention affects the environment and how people adapt and mitigate the effects of processes on their environment. This is complex and dynamic and varies from place to place depending on people's resources, technology and culture. There is plenty of room for discussion and extended research, which will help you become an independent thinker and learner. By the time you get to your exams, you will be able to show your understanding of a range of opinions and be able to illustrate your answers with case studies from local, national and international examples.

You will learn in a wide variety of ways, using maps, GIS skills, data analysis, photos, videos, and podcasts, as well as attending lectures. You will be encouraged to frame your own questions using higher level thinking skills and show your grasp of complex issues through report and essay writing. Fieldwork will be an essential part of your A Level course. (RGS)

COURSE OUTLINE

YEAR 13

AS 1: Physical Geography;

This unit comprises three themes covering key aspects of physical geography: fluvial environments; local and global ecosystems; and processes that shape weather and climate.

AS 2: Human Geography;

This unit comprises three themes covering key aspects of human geography: population; settlement; and development.

AS 3: Fieldwork Skills and Techniques in Geography;

This unit comprises the skills and techniques required to undertake first-hand collection of geographical data.

YEAR 14

A2 1: Physical Processes, Landforms and Management;

This unit comprises two themes covering key aspects of physical geography; Plate Tectonics: Theory and Outcomes; Climate Change: Past and Present.

A2 2: Processes and Issues in Human Geography;

This unit comprises of two themes covering key aspects of human geography; Tourism; Cultural Geography.

A2 3: Decision Making in Geography;

During this unit you will use a variety of resources to make a justified decision.

HEALTH & SOCIAL CARE (SINGLE AND DOUBLE)

AS/A2 LEVEL

ENTRY REQUIREMENTS

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

SPEAK TO:

Mrs Ford

EXAM BOARD:

CCEA

CAREER PATHWAYS

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

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.

WHAT TOPICS WILL I STUDY?

There are two possible options for Health and Social Care study - Single Award and Double Award.

SINGLE AWARD

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

AS Unit 1: Promoting Quality Care

Internally Assessed - 25% of AS, 10% of A2

AS Unit 2: Communication in Health, Social Care and Early Years Settings

Internally Assessed - 25% of AS, 10% of A2

AS Unit 3: Health and Well-Being

Externally Assessed
2 hour examination - 50% of AS, 20% of A2

A2 Unit 3: Providing Services

Externally Assessed (2 Hour Exam)
30% of A2

A2 Unit 4: Health Promotion

Internally Assessed - 15% of A2

A2 Unit 5: Supporting the Family

Internally Assessed - 15% of A2

DOUBLE AWARD

The Double Award is comprised of 12 units. You will complete 6 units in year 13 and 6 in Year 14.

AS Unit 1: Promoting Quality Care

Internally Assessed - 12.5% of AS, 5% of A2

AS Unit 2: Communication in Health, Social Care and Early Years Settings

Internally Assessed - 12.5% of AS, 5% of A2

AS Unit 3: Health and Well-Being

Externally Assessed (2 hour exam)
25% of AS, 10% of A2

AS Unit 4: Safeguarding Children

Internally Assessed - 12.5% of AS, 5% of A2

AS Unit 5: Adult Service Users

Externally Assessed (2 hour exam)
25% of AS, 10% of A2

AS Unit 6: Holistic Therapies

Internally Assessed - 12.5% of AS, 5% of A2

A2 Unit 1: Applied Research

Internally Assessed - 7.5% of A2

A2 Unit 2: Body Systems and Physiological Disorders

Internally Assessed - 7.5% of A2

A2 Unit 3: Providing Services

Externally Assessed (2 Hour Exam)
15% of A2

A2 Unit 4: Health Promotion

Internally Assessed - 7.5% of A2

A2 Unit 5: Supporting the Family

Internally Assessed - 7.5% of A2

Either - A2 Unit 6: Understanding Human Behaviour

Externally Assessed 15% of A2

Or - A2 Unit 7: Human Nutrition and Health

Externally Assessed - 15% of A2

HISTORY

AS/A2 LEVEL

ENTRY REQUIREMENTS

Minimum of a B Grade at GCSE

SPEAK TO:

Mrs McBride

EXAM BOARD:

CCEA

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:

- 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.

WHAT TOPICS WILL I STUDY?

AS Units	Type of Assessment	Weighting
AS 1: Historical Investigations and Interpretations (1 hour 30 mins)	External written examination. Students answer a short response question and a two-part source question.	50% of AS 20% of A level
AS 2: Historical Conflict and Change (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
A2 1: Change Over Time (1 hour)	External written examination.	20% of A level
A2 2: Historical Investigations and Interpretations (2 hour 30 mins)	External written examination involving essays and sources.	40% of A level

INFORMATION TECHNOLOGY

Level 3 Cambridge Technical Introductory Diploma

ENTRY REQUIREMENTS

A minimum of at least a C in GCSE Digital Technology or a Pass in OCN Level 2 IT Applications may be considered.

SPEAK TO:

Mr Wray

EXAM BOARD:

OCR

The Cambridge Technical in IT aims to develop your knowledge, understanding and skills of the principles of IT.

The course is run over 2 years and 360 hours – the first year is assessed by 2 written exams at the end of the year. The second year is assessed by 3 coursework units which are moderated by OCR at the end of the year.

You will gain an insight into the IT sector as you investigate the pace of technological change, IT infrastructure, the flow of information on a global scale, and the importance of legal and security considerations. The Level 3 Cambridge Technical in IT focus on the requirements that today's universities and employers demand.

The course is largely equivalent to 1 x A Level. The units are as follows:

Year 13

Unit 1: Fundamentals of IT (75 lessons) – External Exam

A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT. After completing this unit, you will have the knowledge, skills and understanding you need to underpin your study for the additional units.

Unit 2: Global Information (75 lessons) – External Exam

This unit will provide you with a greater understanding of how organisations use information sources both internally and externally and the types of information you will encounter. The skills gained by completing this unit will give you knowledge of the functionality of information and how data is stored and processed by organisations. You will also learn about how individuals use information of various types

Year 14

Unit 6: Application Design (50 lessons) - Coursework

In this unit you will explore potential ideas for a new mobile app and develop the fundamental design for it. You will then develop the designs for an app and how users will interact with it. The app that you design can be for any sector and for any purpose. You will have the opportunity to present your ideas, prototype them, and gain feedback before refining your design.

Unit 13: Social Media and Digital Marketing (50 lessons) - Coursework

Digital marketing is part of the overall process of marketing and is the use of digital media to increase awareness of a product or service. As social media offers such a wealth of data and the ability to contact potential customers in their own homes across a range of media channels, it is only natural that digital marketing seeks to use social media as part of the marketing mix for goods and services. This unit looks at digital marketing as a concept and then offers you the opportunity to explore the possible impacts, both positive and negative, that may be generated by the use of social media as a digital marketing tool.

Unit 21: Web Design and Prototyping (50 lessons) - Coursework

Organisations are increasingly reliant on their websites to market goods or services and interact with clients and customers. As technology develops, so does the scope of functionality of websites and the importance of an effective design that meets the needs of the organisation. In this unit you will research, design and produce an interactive, responsive website that is specific to a client's needs, culminating in presenting the concept of the website using the prototype to the client. You will learn about the security risks in website design and how to minimise these threats. This unit will also allow you to incorporate existing interactive elements, as well as prototyping your own website.

LIFE & HEALTH SCIENCES (SINGLE AND DOUBLE)

AS/A2 LEVEL

ENTRY REQUIREMENTS

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

SPEAK TO:

Dr Chambers

EXAM BOARD:

CCEA

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.

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 1 - Experimental Techniques

Unit 2 - Human Body Systems

Unit 3 - Aspects of Physical Chemistry in Industrial Process

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

Unit 4 - Brain Science

Unit 5 - Material Science

Unit 6 - Medicine, Drugs and Clinical Trials

Year 14

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

A2 Units

Unit 1 - 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

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.

MATHEMATICS

AS/A2 Level

ENTRY REQUIREMENTS

Students must have achieved at least a Grade B at Higher Tier in GCSE Mathematics. Pupils must have completed M4 & M8 modules at GCSE. A GCSE in Further Maths is **helpful**, but **not** compulsory.

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SPEAK TO:

Mrs O'Rourke

EXAM BOARD:

CCEA

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 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.

ASSESSMENT

- **AS Level (worth 40%)** you will take 2 units (Pure and Applied)
- **A2 Level (worth 60%)** you will take a further 2 units (Pure and Applied).
- **Pure Mathematics** makes up 66⅔% 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

MOVING IMAGE ARTS

AS/A2 Level

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.

SPEAK TO:

Miss Robinson or Mrs Watson

EXAM BOARD:

CCEA

CAREER PATHWAYS

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

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:

It provides a pathway into higher education, principally BTEC Higher Nationals and Degree courses in Performing Arts.

- 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.

WHAT 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.
- 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.

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.

PERFORMING ARTS

BTEC Level 3 National Extended Certificate in Performance (Acting)

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 extracurricular 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.

SPEAK TO:

Mrs McColgan

EXAM BOARD:

Pearson

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 3	Group Performance Workshop (External Assessment)
Unit 34	Developing Skills and Techniques for Performance

Students will also study 3 additional units chosen from an interesting list which include:

- Theatre Directing
- Screen Acting
- Interpreting Classical Text for Performance
- Movement in Performance
- Physical Theatre Skills
- Developing Voice for Performance
- Improvisation
- Storytelling

And more ...

PHOTOGRAPHY

A2 Level

ENTRY REQUIREMENTS

Having GCSE MIA or ART & DESIGN would be 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 (camera & SD card).

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SPEAK TO:

Mrs Watson

EXAM BOARD:

AQA

Students will explore relevant workshops in class, research images, artefacts and resources relating to a range of photography, craft and design, from the past and from recent times, including world wide examples.

This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. They will have a digital portfolio that can be sent to University and also exhibit two final pieces in the year.

AREAS OF STUDY

Students are required to work in one or more area(s) of Photography, such as those listed below. They may explore overlapping areas and combinations of areas:

- portraiture
- landscape photography (working from the urban, rural and/or coastal environment)
- still life photography (working from objects or from the natural world)
- documentary photography, photojournalism
- fashion photography, experimental imagery & multimedia
- photographic installation

YEAR 13 PHOTOGRAPHY

Portfolio: Portraiture Photography (Sept to Jan) 60%
& Exam Topic (Feb-May) 40%

A2 PHOTOGRAPHY

Portfolio: Your own choice of theme (Sept to Jan) 60%
& Exam Topic (Feb-May) 40%

RELIGIOUS EDUCATION

AS/A2 Level

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

SPEAK TO:

Mrs Bell

EXAM BOARD:

CCEA

COURSE OVERVIEW

AS Level

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

AS Unit 1: An Introduction to the Gospel of Luke

Within this topic, the following themes are studied:

- Religious & Political Background
- Introduction to the Gospel of Luke
- Selective Narratives in Luke's Gospel
- The Words (parables) of Jesus
- The Deeds (miracles) of Jesus

AS Unit 4: The Christian Church in the Roman Empire: Beginnings, Expansion and External Pressure

Within this topic, the following themes are studied:

- Expansion of Christianity
- Church Government
- Persecution
- Constantine
- Early Christian Thought

A2 Level

(2 External Examinations - 2 hours each)

A2 Unit 1: The Theology of the Gospel of Luke

Within this topic, the following themes are studied:

- The Function and Role of Biblical Criticism
- Lukan Christology
- Religious Themes
- The Theological Significance of the Words and Deeds of Jesus
- Interpreting Luke

A2 Unit 4: The Continued Development of Christian Church in the Roman Empire to AD325

Within this topic, the following themes are studied:

- Church Life and Worship
- Heresy and Schism
- Defining the Faith
- Christian Writers
- Council of Nicaea

CAREER OPPORTUNITIES

Career prospects for those that take Religious Studies/Theology at degree level are very bright, with 25% of 2015 graduates going on to work in the fields of legal, social and welfare, 11% choosing to become educational professionals and almost 5% managers.

Jobs directly related to studying Religious Education include that of an RE Teacher at Secondary level, a Primary Teacher or 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. The importance of Religious Education A Level as a subject for Higher Education entry and for graduate recruiters is increasingly recognised by independent bodies. The Russell Group of top universities has made it clear that RE A level provides 'suitable preparation for University generally', and both Oxford and Cambridge University include Religious Education in the top level list of 'generally suitable Arts A levels'.

SPORT

BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN SPORT

ENTRY REQUIREMENTS

Due to the written portfolio nature of this sport course, 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. In the absence of studying GCSE PE, 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.

SPEAK TO:

Mr Donnelly or Mrs Brady

EXAM BOARD:

EDEXCEL

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

- Students will gain the knowledge and skills required for different career pathways in the sports industry.
- Students will have the opportunity to work along side PE teachers, gaining experience in the leading and coaching of children and young people to develop the necessary skills and techniques.
- Students will explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.
- Students will gain an extensive knowledge in the area of anatomy and physiology and how the body responds to sport and physical activity.

WHAT WILL I STUDY AND HOW WILL I BE ASSESSED?

The BTEC extended certificate in Sport course consists of 360 guided learning hours (GLH) and is broken into four units. Units 1-3 are Mandatory as set out by EDEXCEL

Unit No.	Unit Title	Assessment	GLH Weighting (total 360)
1	Anatomy and physiology	External (Exam)	120
2	Fitness training and programming for health, sport and well-being	External (Exam)	120
3	Professional development in the Sports Industry	Internal (Portfolio)	60
4	Sports leadership	Internal (Portfolio)	60

* Unit 4 - Students will complete sports leadership or an additional optional unit. This will depend on the Ulidia timetable on a year by year basis.

COURSE OVERVIEW

Unit 1 Anatomy and Physiology (120GLH)

1 hour 30 min exam

In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them. You will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems.

Unit 2 Fitness, training and programming for health, sport and well-being (120 GLH)

2 hours 30 min synoptic exam

In this unit you will explore the process required for screening clients and assessing their lifestyle and nutritional intake. You will learn to interpret this information and make judgements on a specific individual's current lifestyle and suggest modifications to help improve their fitness, health and overall well-being. Your assessment will be based on a case study and assessed under supervised conditions.

Unit 3 Professional development in the sports industry (60 GLH)

Internal portfolio

In this unit you will research the different possible careers and job roles in the sports industry and action plan your development towards achieving a selected career aim. You will take part in application and interview assessment activities for a selected career and identify strengths and gaps in your own knowledge and skills to evaluate your performance.

Unit 4 Sports leadership (60 GLH)

Internal portfolio

This unit aims to develop your confidence in a variety of different roles when leading sport. You will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, key skills, qualities and characteristics. You will take on the role of a leader and demonstrate a range of skills independently and as part of a team, when planning and running an event.

This unit is subject to change on a year to year basis as it is an optional unit

CAREER PATHWAYS

A qualification in sport opens up a variety of career opportunities and also for further study at college or university. Possible pathways within the area include careers such as a PE Teacher, a sports or strength and conditioning coach or personal trainer. Learners will develop transferable and higher order skills and behaviours such as teamwork, leadership, resilience and analysis. These skills are valued by higher education providers and employers.

ALL PUPILS ACHIEVING AMBITIONS

“Educating together, Catholics and Protestants, and those of other religions, or none, in an atmosphere of tolerance and understanding, to the highest possible academic standards.”

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