



OPTIONS BOOKLET

2023-24

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ULIDIA
INTEGRATED COLLEGE

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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 / Level 2 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. 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.

When students receive an offer of a place in Sixth Form – following receipt of GCSE results and interviews in August – this offer is based on the subjects discussed and confirmed with the student at the time.

If students wish to change their subject choice after this offer is made, it may not be possible to accommodate such a change, and therefore their place in Sixth Form may need to be reconsidered.

We understand that at times students may begin their sixth form studies and may feel they have made the wrong subject choice – in this instance students must bring in a signed letter from home requesting to change. This letter should be for the attention of the Curriculum Vice Principal Mrs Campbell.

However, it is unlikely that requests to change will be considered after the first timetable cycle in September (first 2 weeks).

Requests will be treated on a case by case basis, and once again students need to be aware that it may be impossible to accommodate such a change, and therefore their offer of a place in Sixth Form may need to be reconsidered.

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.

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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.

WORK ETHIC

As a 6th Form student, you must now become very conscious of developing skills and capabilities that will not only allow you to succeed in this stage of your education but also through further and higher education, employment and career development.

Employers increasingly report that while qualifications are an indication of an employee's intellectual capabilities and subject knowledge, are also skills and personal qualities needed in employment.

We expect 6th Form students in Ulidia Integrated College to:

- work hard with determination
- be committed to studying independently
- have a consistent and professional approach to work
- be committed to producing high quality work
- be highly productive
- meet deadlines
- be dependable, committed and responsible
- be honest and have integrity
- be able to work as part of a team
- be determined to succeed
- be self-motivated
- be motivated to grow, learn and develop

The College staff expect you to demonstrate a strong work ethic in your academic studies, your enrichment activities and through your service to the College and local community.

We also expect you to:

- Develop respectful and professional relationships with College staff
- Feel a sense of belonging to the College and local community
- Feel a sense of purpose and worth
- Prioritise your Sixth Form studies

Your studies and experience in 6th Form at Ulidia are designed to enable you to develop these skills and qualities. However, this very much depends on your engagement and your willingness to take advantage of the opportunities open to you.

SIXTH FORM SUPERVISOR

Our Sixth Form Supervisor supports students in helping them to establish an effective independent learning environment during study periods. They ensure that a quiet and effective working environment is maintained, with good standards of discipline and behaviour. The Sixth Form Supervisor will assist and advise students on strategies to improve their learning and study skills/habits. They liaise with and report any matters of concern to the relevant subject teacher, Form Tutor or Head of Sixth Form. They maintain accurate records of students' attendance in Sixth Form Study and use of Study periods, communicating any unexplained absence to the relevant Form Tutor and Head of Year. The Sixth Form Supervisor can at times mentor students who are identified as under-achieving in their AS or A2 work. They also play a key role in developing a positive holistic Sixth Form experience for all students.

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.

PLEASE NOTE: Meeting all the above entry requirements is not a guarantee of entry as other factors will be considered such as:

- If the profile of GCSE/Level 2 subjects will suitably lead to the study of GCE/level 3 subjects offered in UIC
- Attendance
- Behaviour

Points will be calculated as follows:

GCSE A*-G Scale	9-1 Scale	BTEC (1st Award) & Occ Studies (Level 2)	OCN
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	Pass = 4
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.

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
OCN				Pass							

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.

If we can be of any further assistance, please do not hesitate to contact Head of Sixth Form Mr Dunlop - bdunlop171@c2ken.net

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, 40% exam 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.

CAREER 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

Grade A in Triple Award Biology or AA in Double Award Biology. If Students have a B in Triple Award Biology, they must have taken units B1 & B2 at Higher Tier & achieved a B in each.

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:

A2 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 C in GCSE English and Maths. GCSE Business Studies not essential.

SPEAK TO:

Mrs Forrest

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
	16	Principles of Project Management	M/507/8163	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.

CHEMISTRY

AS/A2 Level

ENTRY REQUIREMENTS

Grade A in Triple Award Chemistry or AA in Double Award Chemistry. If Students have a B in Triple Award Chemistry, they must have taken units C1 & C2 at Higher Tier & achieved a B in each.

SPEAK TO

Dr Chambers

EXAM BOARD

CCEA

CAREERS OPPORTUNITIES

A GCE qualification in Chemistry will allow you to develop many important skills – for example analytical skills, working in a team and problem solving. You will be recognised as someone who has worked with determination to achieve the qualification. Chemistry opens doors to many varied careers; this is because the subject requires such a broad skill set. There are many websites which will highlight the career options. The following, from the Royal Society of Chemistry, is particularly good: www.rsc.org/careers/future/what-jobs-can-i-do

The understanding and application of chemistry is essential in our modern world. Everything you use on a daily basis will have been developed by a chemist. As our modern world develops further, we need to find ways to feed a growing population, cure new diseases and manage the world's energy resources.

Chemistry holds the answers to all these big questions. Studying GCE Chemistry will allow you to learn about new technologies which are being developed. Throughout the course you will build on your GCSE knowledge and develop a deeper understanding of the atom and the properties and analysis of different substances. You will also be developing your practical skills and ability to work with others as you and your peers synthesise and analyse many different substances.

At AS Level Pupils will complete 3 units:

AS Units	Type of Assessment	Weighting
AS 1	External written examination 1 hour 30 minutes Multiple choice and structured Questions	40% of AS grade 16% of A level grade
AS 2	External written examination 1 hour 30 minutes Multiple choice and structured Questions	40% of AS grade 16% of A level grade
AS 3	Practical Book A - taken in the laboratory 1 hour 15 minutes Practical Book B - taken in the examination hall 1 hour 15 minutes	20% of AS grade 8% of A2 Grade

At A2 Level Pupils will complete 3 units:

AS Units	Type of Assessment	Weighting
A2	External written examination 2 hour Multiple choice and structured Questions	40% of AS grade 24% of A level grade
A2	External written examination 2 hours Multiple choice and structured Questions	40% of AS grade 24% of A level grade
A2	Practical Book A - taken in the laboratory 1 hour 15 minutes Practical Book B - taken in the examination hall 1 hour 15 minutes	20% of AS grade 12% of A2 Grade

ENGLISH LANGUAGE & LITERATURE

A2 Level

ENTRY REQUIREMENTS

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

SPEAK TO

Mrs Richardson

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 (25 marks) 300 words

Critical commentary (30 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

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

Example 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.

NB

Either Geography or Travel and Tourism will be offered – not both. This decision will be made dependent of student numbers following Round 2 of subject choices.

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.

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. Germany 1918-1945 (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.
Russia 1914-1941
(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. Clash of Ideologies 1900-2000 (1 hour 15 mins)	External written examination. Extended essay question, students answer 1 question from a choice of 2.	20% of A level

A2 2: Historical Investigations and Interpretations
Partition of Ireland 1900-1925
(2 hour 30 mins)

External written examination involving essays and sources.
3 source questions. Choice of essays - write 1 out of 2

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 Merit in BTEC Creative Digital Media may be considered.

SPEAK TO:

Mr Meharg

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

Minimum GCSE Double Award Science C*^C. GCSE Single Award Science B. GCSE Triple Award Science minimum 3Cs. Minimum GCSE grade C in English.

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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.

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 simply 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.

"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

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:

Actuarial Science, Computer Programming, IT, Games Development, Economics, Statistics plus multiple types of Engineering: Software, Civil, Mechanical, Aeronautical, Electrical and Chemical. Accountancy, Finance, Medicine, Architecture, Teaching, Psychology, Physics, Actuarial Science, Consultancy, Scientific Research, Construction

PERFORMING ARTS

BTEC Level 3 National Extended Certificate in Performing Arts

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 Whitehurst

EXAM BOARD:

Pearson

This BTEC course is designed to provide a specialist work related qualification. It is a broad introduction to styles of acting, rehearsal technique and theatre practitioners. There is an emphasis on core knowledge and skills transferable across other sectors supporting progression to higher education courses and developing 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 1	Investigating Practitioners' Work
Unit 2	Developing Skills and Techniques for Live Performance
Unit 3	Group Performance Workshop

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

- Interpreting Classical Text for Performance
- Improvisation
- Movement in Performance
- Variety Performance

PHOTOGRAPHY

A2 Level

ENTRY REQUIREMENTS

Having GCSE ART & DESIGN or OCN 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 which shoots RAW & JPEG and an SD card) in September. Students will also need to order large photographic prints online as part of coursework display.

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

AS PHOTOGRAPHY

Short projects, experimental work, physical outcomes, final pieces.

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:

- CCEA GCSE Religious Education at Grade B or
- GCSE English Language or Literature Grade B

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'.

SOCIOLOGY

AS/A2 Level

ENTRY REQUIREMENTS

Grade B or above in GCSE English Language.

SPEAK TO:

Mrs Campbell

EXAM BOARD:

WJEC

Sociology involves the study of society and the ways in which people act in social groups.

It is concerned with issues such as inequality, racism, and stereotyping. This course focuses on the detailed examination of several areas including education, the family, social inequality, and crime. This course also draws on a wide range of Sociological Theories and debates.

ADDITIONAL INFORMATION:

Sociology students need to have an open and enquiring mind, a keen interest in current affairs, a willingness to read and research widely, as well as the ability to express opinions whilst listening to the views and opinions of others.

Sociology is a highly valued subject for higher education entry and future careers. Sociology students are particularly in demand for people centred occupations and professions that demand analytical approach. Hence Sociology students have gone into careers as wide ranging as; media research, law, police, journalism, teaching, social and welfare work, personnel work, business analysts, civil service and local government research and policy making, advertising, nursing, medicine, and market research. According to a recent survey by the campaign for Social Science, graduates of social sciences are more likely to be employed than other graduates.

ASSESSMENT

Year 13

AS Unit 1: Acquiring Culture Section

A: socialisation, identity, and culture.

Section B: one of the following *families and households or youth culture

AS Unit 2: Section A: Methods of

Sociological Enquiry. Section B:

Understanding society – one of the following *Education, Media, or Religion

Year 14

A2 Unit 3: Theme: Power and Control:

one of the following *Crime and Deviance, Health and Disability or World Sociology

A2 Unit 2: Social Inequality and Applied Methods of Sociological Enquiry where students design, justify and evaluate a piece of research.

**To be decided dependent of teacher expertise*

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 and a keen interest in sport, health and fitness.

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

SPEAK TO:

Mr Donnelly or Mrs Brady

EXAM BOARD:

PEARSON

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.

TRAVEL & TOURISM

BTEC Level 3 National Extended Certificate

ENTRY REQUIREMENTS

Grade C or above in GCSE English. There is no requirement to have previously studied Travel and Tourism. However, in the event of the course being oversubscribed, preference will be given to those students who have studied Travel and Tourism at KS4.

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SPEAK TO:

Mrs Patterson

EXAM BOARD:

Pearson

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

COURSE OVERVIEW

BTEC Level 3 National Extended Certificate is equivalent to ONE A LEVEL – Grades A*– C.

YEAR 13

Unit 1: The World of Travel and Tourism (external written exam)

The travel and tourism industry – the travel and tourism industry in the UK is growing and is of major importance to the economy. You will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.

Unit 3: Principles of marketing in Travel and Tourism

Principles of marketing in travel and tourism – You will explore how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data.

YEAR 14

Unit 2: Global Destinations (external set task completed under exam conditions)

Different types of destinations and their importance – You will investigate the features and appeal of global destinations.

Unit 9: Visitor Attractions (internally assessed)

You develop analytical skills as they investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to diverse visitor needs and the importance of delivering a memorable visitor experience.

NB

Either Geography or Travel and Tourism will be offered – not both. This decision will be made dependent of student numbers following Round 2 of subject choices.

COMMON COURSE INFORMATION

Course	Subjects Required at GCSE	Subjects Required at A Level	Notes
ACCOUNTANCY	Maths and English, B Grade at GCSE often required	Some require Maths	<ul style="list-style-type: none"> Many Leavers Programmes available after Level 3
ARCHITECTURE	Maths, Ability in Art (Portfolio essential), English, Science** subject may be required	Some require Maths and Physics. Art is also desirable and sometimes a requirement	<ul style="list-style-type: none"> The submission of an Art portfolio is essential for both Queen's Uni and Ulster Uni
BUSINESS/ MARKETING	English, Maths	Any. Business or a literacy-based subject are an advantage.	
COMPUTING AND INFORMATION TECHNOLOGY	Maths	Any Computing Mathematical, Scientific or Technological subject. Maths often an advantage	<ul style="list-style-type: none"> Many options (Higher Level and Degree Apprenticeships, Leavers Programmes) available after Level 3
CRIMINOLOGY	English	-	
DENTISTRY	English, Maths, Science**, A*/A/B stipulated in certain subjects	Chemistry (A) plus Biology or other science subject	
EDUCATION	English, Maths (+ English Lit. for Scottish Colleges) + Science** subject.	Depends on "main" subject. Plus one or two other subjects	<ul style="list-style-type: none"> Access NI / DBS and health checks required Work Experience in a school recommended
ENGINEERING	English, Maths, Science**	Maths and/or Physics or another science subject or Technology and Design. Double L&HS not always accepted.	<ul style="list-style-type: none"> UU and Queen's uni not accepting Double Life and Health Science for Mechanical Engineering UU not accepting Double Life and Health Science for Electronic Engineering Maths essential for Queen's Uni
FORENSIC SCIENCE	Maths, English, Science	At least 1 science. Biology or Chemistry preferred	<ul style="list-style-type: none"> To work for the Civil Service, the Degree must be in a pure science, not in Forensic Science.
LAW	English, Maths	-	<ul style="list-style-type: none"> At least one Literacy-based subject (English, History, RS) encouraged to develop argument skills.

Course	Subjects Required at GCSE	Subjects Required at A Level	Notes
MEDICINE	English, Maths, Science** A good spread of science and non-science subjects will be required at high grades	Chemistry + Maths or Physics or Biology. Most require Chemistry and two of these three. Most require Biology to at least AS level.	<ul style="list-style-type: none"> Enhanced Disclosure from Access NI / DBS and Occupational Health Check GCSE results taken into account by universities when offering places
NURSING/ MIDWIFERY	English, Maths, Science**	Science is not always compulsory. Health & Social Care is an advantage	<ul style="list-style-type: none"> Enhanced Disclosure from Access NI / DBS and Occupational Health Check Often, a B in GCSE science is a requirement.
OCCUPATIONAL THERAPY	English, Science**, Maths	In general, none. A social science subject is preferred.	<ul style="list-style-type: none"> Enhanced Disclosure from Access NI / DBS and Occupational Health Check
PHARMACY	Science**, Maths, English	Chemistry and one or two other sciences (some specify Biology)	<ul style="list-style-type: none"> Enhanced Disclosure from Access NI / DBS and Occupational Health Check Competency-based interview
PHYSIOTHERAPY	Science**, Maths, English. Many Universities specify, A/B grades in specific subjects.	2 Sciences preferred. Some require Biology	<ul style="list-style-type: none"> Enhanced Disclosure from Access NI / DBS and Occupational Health Check
RADIOGRAPHY	English, Maths, Science**	Science (1 or 2) (Biology usually required or preferred.)	<ul style="list-style-type: none"> Visit to or Work Experience in Hospital imaging department encouraged
SOCIAL WORK	Maths, English	-	
SPEECH THERAPY	English, Maths, Modern Languages, Science**	At least one science - Biology may be stipulated. English Language preferred by some. University of Ulster requires one from English, Maths, Modern Language or a Science.	<ul style="list-style-type: none"> Enhanced Disclosure from Access NI / DBS and Occupational Health Check
VETERINARY MEDICINE	English, Maths (Min. Grade B), Science**	Chemistry. Some also require Biology.	<ul style="list-style-type: none"> Health Checks

**The particular science(s) required may vary within individual universities; it is recommended that all three sciences are studied at GCSE level.

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.

USEFUL WEBSITES

www.ucas.com, investigatecareers.com, www.hotcourses.com, www.unionview.com

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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