



OPTIONS BOOKLET 2026

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ULIDIACOLLEGE.COM/SIXTHFORM



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

Students must study a minimum of 3 level 3 courses throughout year 13 and year 14. Please note it will not be possible for a student to “drop a subject” and to continue in Sixth Form in UIC studying less than 3 courses.

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.

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.

CARRICKFERGUS LEARNING COMMUNITY

It is important to consider that if a student embarks upon studying a subject within the Area Learning Community there is additional time required to travel to and from the host schools. Timetables and class times do not completely align and time in lessons may be lessened or interrupted. It is the student's responsibility to work independently to ensure they are caught up on any missed learning due to travel time. Transport to and from the host schools is normally via a private taxi service and is arranged by students' own schools.

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.

We have two pathways into Sixth Form study at Ulidia Integrated College. Both pathways require students to study a minimum of 3 level 3 courses. Please note we do not offer a pathway in Sixth Form that allows for the study of only 2 level 3 courses. **As such, it will not be possible for a student to “drop a subject” and to continue in Sixth Form in UIC studying less than 3 courses.**



PLEASE NOTE

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

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

ACADEMIC PATHWAY (AP)

- Study a minimum of 3 courses up to a maximum of 4 courses
- Students wishing to study 4 courses will only be considered based on clear academic evidence. The final decision rests with VP for curriculum
- Courses chosen on the Academic Pathway (AP) should be full GCE A Level Courses
- We would advise students who are considering University to take this pathway

VOCATIONAL PATHWAY (VP)

- Study of 3 courses
- Courses chosen on the VP should be 1 full GCE A Level course alongside 2 vocational courses
- 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

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*	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



SUBJECT INFORMATION A-Z



SUBJECT LIST

PAGE SUBJECT

10	Art & Design AS/A2 Level
11	Biology AS/A2 Level
12	Business Studies CTEC Level 3 Single Award
13	Chemistry AS/A2 Level
14	English Language & Literature A2 Level
15	Geography AS/A2 Level
16	Health & Social Care (Single) AS/A2 Level
17	History AS/A2 Level
18	Information Technology CTEC Level 3 Intro Diploma
19	Life & Health Sciences (Single & Double) AS/A2 Level
20	Mathematics AS/A2 Level
21	Performing Arts AS/A2 Level
22	Photography A2 Level
23	Religious Education AS/A2 Level
24	Sociology AS/A2 Level
25	Sport BTEC National Extended Certificate
26	Technology & Design AS/A2 Level
27	Travel & Tourism BTEC Level 3 National Extended Certificate

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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 B in Triple Award Biology or a B in both Biology units of Double Award Science

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.

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.

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

- Richard Dawkins

BUSINESS STUDIES

CAMBRIDGE TECHNICAL EXTENDED CERTIFICATION LEVEL 3 (SINGLE AWARD)

ENTRY REQUIREMENTS

Students must have a minimum of a Grade C in GCSE English and Maths. GCSE Business Studies is preferred but not essential. If course is oversubscribed, preference will be given to those students who have Grade Cs and above in GCSE Business Studies.

SPEAK TO:

Mrs Forrest

EXAM BOARD:

OCR

CAMBRIDGE TECHNICAL IN BUSINESS (CTEC)

Do you want to understand how businesses are built, managed, and made successful? The Cambridge Technical in Business gives you the skills and confidence to thrive in university, employment, or even running your own business.

WHAT YOU'LL LEARN

You'll explore how businesses grow — from small start-ups to global organisations. You'll discover how departments work together, how external factors like law and finance shape decisions, and how businesses adapt to social, economic, and technological change. Along the way, you'll gain vital skills in research, analysis, evaluation, and communication.

WHY IT MATTERS

Employers and universities value students who can think critically, solve problems, and work effectively with others. CTEC Business helps you develop these skills while preparing you for real-world challenges. It's practical, respected, and versatile — a qualification that shows you understand how business really works.

YOUR FUTURE

With CTEC Business, you'll open doors to careers in management, marketing, finance, accounting, banking, retail, manufacturing, and human resources. It's also an excellent foundation for further study at college or university. Whether you dream of leading a team, working in a dynamic organisation, or being self-employed, this course gives you the tools to succeed.

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	
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	

CHEMISTRY

AS/A LEVEL

ENTRY REQUIREMENTS

Grade B in Triple Award Chemistry or B in both Chemistry units of Double Award Science

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. If a pupil has not studied GCSE English Literature they will need to have achieved an A at GCSE Language

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 Barrack 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.

NB

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

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)

AS/A2 LEVEL

ENTRY REQUIREMENTS

It would be essential 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 Jackson

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

HISTORY

AS/A2 LEVEL

ENTRY REQUIREMENTS

Minimum of a B Grade at GCSE

SPEAK TO:

Mr Blackadder

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: <i>Germany 1918-1945</i> <i>(1 hour 30 mins)</i>	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: <i>Russia 1914-1941</i> <i>(1 hour 30 mins)</i>	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: <i>The American Presidency 1901-2000</i> <i>(1 hour 15 mins)</i>	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: <i>Partition of Ireland 1900-1925</i> <i>(2 hour 30 mins)</i>	External written examination involving essays and sources. 3 source questions and an essay question. Students answer essay question from a choice of 2 essays	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:

Miss Wilson

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: Internet of Everything (50 lessons) - Coursework

In this unit you will learn about the use of the internet and how it is impacting people and society. You will learn about the Internet of Everything (IoE) and how it is used. Using your knowledge you will carry out a feasibility study for a potential area. You will pitch your idea to potential stakeholders and use their feedback to reuse your proposal.

LIFE & HEALTH SCIENCES (SINGLE AND DOUBLE)

AS/A2 LEVEL

ENTRY REQUIREMENTS

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

SPEAK TO:

Dr Chambers

EXAM BOARD:

CCEA

CAREERS OPPORTUNITIES

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

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.

AS UNITS

AS Units (All Students/Core)	Description of Unit
Unit 1: Experimental Techniques	Portfolio unit of 12 experiments
Unit 2: Human Body Systems	External written examination, learn how your body works
Unit 3: Aspects of Physical Chemistry in Industrial Processes	External written examination, develop skills in chemistry
AS Units (Double Award Only)	Description of Unit
Unit 4: Brain Science	Portfolio unit, explore the science of the mind & brain
Unit 5: Material Science	External written examination, explore our modern world of smart materials
Unit 6: Medicine, Drugs and Clinical Trials	Portfolio unit, learn how medicines are made and how they work

A2 UNITS

A2 Units (All Students/Core)	Description of Unit
Unit 1: Scientific Method	Portfolio unit, design one experiment from start to finish
Unit 2: Organic Chemistry	External written examination, a focus on the chemistry of carbon
Unit 5: Genetics, Stem Cell Research & Cloning	External written examination, learn everything you always wanted to know about DNA
A2 Units (Double Award Only)	Description of Unit
Unit 3: Medical Physics	External written examination, wonderful world of physics applied in medicine
Unit 9: Analytical Chemistry Techniques	Portfolio unit of 5 chemistry experiments, with real life applications
Unit 10: Enabling Technology	Portfolio unit, medical physics in real life

MATHEMATICS

AS/A2 LEVEL

ENTRY REQUIREMENTS

If Further Maths has been studied at GCSE pupils should have attained at least a grade C in Further Maths and at least a grade B in GCSE Maths (study of M4+M8 modules essential)

In the absence of Further Maths at GCSE or having achieved below a C grade in Further Maths, pupils must have attained at least a B grade in GCSE Maths (study of M4+M8 modules essential)

Students who have studied further Maths may be given priority

SPEAK TO:

Mrs O'Rourke

EXAM BOARD:

CCEA

Mathematics is recognised as a challenging but interesting A'level option. It is currently the most popular A'level in the UK taken by students who go to university.

A'level maths takes what you have learnt at GCSE to a more in-depth and rewarding level. Some of the most exciting and well paid careers revolve around maths: designing buildings, encrypting messages, AI, building aeroplanes, developing new computer games, stock market...

Studying maths at this level helps you develop many transferrable skills, but in particular

- problem solving
- logical thinking
- analytical skills, and
- research skills.

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.

Therefore you must enjoy maths, especially algebra, and have a good working knowledge of algebraic rules.

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.

Many hours completing practice questions independently will be required. You need to be willing to persevere to get the right answer and to find your mistakes when you get it wrong.

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 66 $\frac{2}{3}\%$ of entire course
- **Applied Mathematics** will include both Mechanics (50%) and Statistics (50%) at AS and A2 level.

What can I do after I have completed the course?

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

A level Mathematics is also 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.

"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

PERFORMING ARTS

AS/A2 LEVEL

ENTRY REQUIREMENTS

Grade C or above in English and prior experience of performing to an audience.

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 afterschool rehearsals.

SPEAK TO:

Mrs Whitehurst

EXAM BOARD:

CCEA

Performing arts is a growth industry in Northern Ireland. This GCE specification gives students opportunities to research and gain insights into the industry, engage with effective practice and prepare for employment, further training and/or study.

WHAT WILL I STUDY ?

YEAR 13

AS 1: Developing Skills and Repertoire

A portfolio, including a summary of research, skills audit, record of work, risk assessment, either live performance or production and presentation, and evaluation. Internally assessed and externally moderated. This unit gives students the opportunity to develop one discipline within performing arts (from either Performance or Production) and then apply this discipline in a performance context.

24% of A Level

AS 2: Planning and Realising a Performing Arts Event

Externally set pre-release stimulus material. Externally assessed. Supporting document in three sections under controlled conditions. Live performance and/or presentation. Students interpret this stimulus to create a performing arts event that will draw on existing material. An external examiner will examine each student in their chosen discipline.

16% of A Level

YEAR 14

A2 1: Planning for Employment

A record of work, including a written report in three sections, promotional portfolio and evaluation. This unit gives students the opportunity to develop their understanding of how to find work in their chosen discipline.

36% of A Level

A2 2: Performing to a Commission Brief

Externally set pre-release stimulus material. Externally assessed. A record of work, including a research report, summary of findings, evidence of tasks completed and evaluation under controlled conditions. Live performance and/or presentation. This unit gives students the opportunity to form a production company to realise a performing arts event from an externally set Commission Brief. Students research, promote, plan and perform the event.

24% of A Level

PHOTOGRAPHY

A2 LEVEL

ENTRY REQUIREMENTS

Having GCSE ART & DESIGN or OCN would be desirable but not essential. 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:

Miss Robinson

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%

Content	Assessment	Weighting
AS 1: Experimental Portfolio	Students develop, explore and record ideas. Teachers assess students' work, and we moderate their marks. Assessment Objectives 1, 2, 3 and 4	100% of AS
A2 1: Personal and Critical Investigation	Written and practical work inform each other and are integrated. Teachers assess the practical investigation, and we moderate their marks. 60% of A2 60% of A level Written investigation 1000–3000 words is not marked externally, instead is used to assist the work in their portfolio. Assessment Objectives 1,2, 3 and 4	60% of A2 60% of A level
A2 2: Exam Response	Students present an outcome in response to the chosen theme set by AQA. Students bring this to completion during a 15-hour controlled session. Teachers assess students' work, and we moderate their marks. Assessment Objectives 1,2, 3 and 4	40% of A2 40% of A Level

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 Rise 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:

Mr Downey

EXAM BOARD:

WJEC

CAREERS OPPORTUNITIES

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 an 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, 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.

Sociology is the study of society, social change, and the social causes and consequences of human behaviour.

Sociologists investigate the structure of groups, organisations and social institutions such as the family, education system and media. The course also draws on a wide range of sociological theories and debates, such as Marxism, feminism and postmodernism.

AS UNITS

Unit 1:

Section A – Acquiring Culture: socialisation, identity and culture
Section B – Families and households

External written exam (1 hour 15 mins)

Students answer four short-response questions and one extended essay question.

37.5% of AS Level, 15% of A Level

-

Unit 2:

Section A - Methods of Sociological Enquiry
Section B - Understanding society: education

External written exam (2 hours)

Students answer various short-response questions and one extended essay question. Students will also be required to analyse a piece of sociological research.

62.5% of AS Level, 25% of A Level

A2 UNITS

Unit 3: Power and control – Crime

External written exam (2 hours)

Students answer one short-response question and two extended essay questions.

25% of A Level

-

Unit 4:

Section A – Processes of research design
Section B – Social differentiation, power and stratification

External written exam (2 hours)

Section A – Students answer one short-response question and then design, justify and evaluate a piece of sociological research.

Section B – Students answer two extended essay questions.

35% of A Level

WHY CHOOSE SOCIOLOGY?

Do you wonder what fuels our apparent fixation with celebrity? Is it that it provides endless, easily obtained content for our multiplying TV channels, newspaper pages and magazines? Or even something much more profound about the class system of modern society? You may be already thinking 'But class doesn't mean anything any more'. Are you sure? Why is the number of years you can expect to live still associated with your job? What about the way that your gender, religion, and ethnic background opens up or closes down opportunities in your life? What kinds of spiritual faith do people have today? How have the roles of couples changed in the modern family? Or have they not changed at all? Does the education system only teach you to obey authority and nothing useful for later life?

These are vital questions. If you become a Sociology student you will not be provided with quick answers. Sociologists have spent years researching these issues. What you will discover is how to think about these issues for yourself: what are the questions behind the questions? Generations of students have found that Sociology makes them look at the world in new ways.

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. GCSE performance in biology may also be considered.

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

SPEAK TO:

Mrs Brady or Mr Donnelly

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 alongside 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.

TECHNOLOGY & DESIGN

AS/A2 LEVEL

ENTRY REQUIREMENTS

Grade C or above in GCSE Technology & Design

SPEAK TO:

Mr Farmer

EXAM BOARD:

CCEA

WHAT WILL I STUDY & WHY?

In GCE Technology & Design you will study technology & design in a range of contexts including home, school, recreation, community, business and industry. You will learn about harnessing the resources of people and the earth we inhabit through the creation of products and/or systems. You will also investigate and analyse existing products and design manufacture and evaluate your own product.

As well as studying product design you will study Product Design in greater detail.

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

HOW CAN I BE SUCCESSFUL?

You can be successful in GCE Technology & Design if you:

- Have studied GCSE Technology & Design gaining at least a C at GCSE and have a desire to study it at a higher level.
- Are comfortable communicating ideas graphically to a high standard and have an interest in Product Design, Manufacture and Development.
- Can work independently
- Are a creative individual
- Are interested in an Engineering or a Design related career

If you have an interest in the area of Product Design and product development, electronic or mechanical systems then this is the course for you. You can take a one year AS course as a stand-alone qualification or you can continue your study for another year and gain the full A Level qualification. Taking GCE Technology and Design would also be beneficial to you when combined with other subjects. The fields of Art, ICT, Business Studies and Physics are just a few of the areas which would be enhanced by the skills and knowledge gained through the study of Technology & Design.

HOW AM I ASSESSED?

AS 1: Common Core, Designing and Materials / Product Design.

Externally assessed 2 - 1 hour examinations.

50% of AS | 25% of A Level

In this unit you will learn about product design including materials and their processing. You will also study the specialist area of Product Design.

AS 2: Product Development

An internally assessed and externally moderated 45-hour coursework unit.

50% of AS | 25% of A Level

In this unit you will investigate and analyse an existing product, re-design, manufacture, test and evaluate the product. You will produce a 3-dimensional model or prototype which represents the practical outcome of the product analysis and development. You will also produce a design portfolio containing both written and graphical information.

A2 1: Product Design

An externally assessed 2-hour examination.

50% of A2 | 25% of A Level

In this unit you will have the opportunity to further the knowledge and understanding which you have gained from studying Product Design at AS.

A2 2: Product-Design and Manufacture

An internally assessed and externally moderated 60-hour coursework unit.

50% of A2 | 25% of A Level

In this unit you will manufacture a technological product which provides a solution to an identified problem or need. You will also produce a design portfolio containing both written and graphical information.

WHEN AM I ASSESSED?

AS 1: Summer of Year 13

AS 2: Summer of Year 13

A2 1: Summer of Year 14

A2 2: Summer of Year 14

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.

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.

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 QUB : GCSE Maths B + only 1 BTEC / CTEC with D* or D UU : reduced offer if offering A-Level Maths, Physics, Economics or Accounting.
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"> QUB: GCSE Maths C + only 1 BTEC / CTEC with D* + a digital portfolio if no A-Level in Art UU : Portfolio if no B in GCSE Art
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. QUB : GCSE Maths B + only 1 BTEC / CTEC with D* or D + reduced offer if offering an IT related, Maths or a Science A-Level UU : GCSE Maths C + reduced offer if offering a Computing, Maths, Physics or Chem A-Level
CRIMINOLOGY	English	-	<ul style="list-style-type: none"> UU & QUB : 1 BTEC / CTEC only with D* or D
DENTISTRY	English, Maths, Science**, A*/A/B stipulated in certain subjects	Chemistry (A) plus Biology or other science subject	<ul style="list-style-type: none"> UCAT test needed Enhanced Disclosure from Access NI / DBS and Occupational Health Check. GCSE results taken into account by universities when offering places QUB : GCSE Maths C + Bio & Chem A-Level
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"> Enhanced Disclosure from 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 not accepting Double Life and Health Science for Electrical, Mechanical or Mechatronic engineering and Engineering Management. Maths A-Level essential for QUB.
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.

Course	Subjects Required at GCSE	Subjects Required at A Level	Notes
LAW	English, Maths	-	<ul style="list-style-type: none"> At least one Literacy-based subject (English, History, RS) encouraged to develop argument skills. QUB : only 1 BTEC / CTEC with D*
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"> UCAT test needed 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"> MSAT test needed for Ulster Enhanced Disclosure from Access NI / DBS and Occupational Health Check. Often, a B in GCSE science is a requirement. QUB : reduced offer when offering a Science at A-Level
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. MSAT test needed
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 MSAT test needed
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 MSAT test needed
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. Visit to or Work Experience with a speech therapist encouraged MSAT test needed
VETERINARY MEDICINE/ NURSING	English, Maths (Min. Grade B), Science**	Chemistry. Some also require Biology.	<ul style="list-style-type: none"> Health Checks Lots of work experience

**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. Each University will have their own criteria for accepting BTEC or CTEC courses and it is important that parents + students independently seek this information. Information above is accurate at the time of printing, but can change - it is important that parents + students research the most up to date information.



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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