



# Holy Trinity College

POST 16 PROSPECTUS 2025 | 2026

# WE ARE HTC

## Inspiration, Innovation, Excellence...

Join Holy Trinity College in a 'Pathway' towards a new school in Mid-Ulster with a continued legacy of 'Innovation'.

Board of Governor



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# Principal's Welcome

Dear Student

I am delighted to present this Prospectus to you and know you will find it helpful in your decision-making process in joining our Sixth Form in Holy Trinity College. Here, you will be joining a successful student body who, not only achieve academically, but who mature into independent and confident young people, with increased responsibility for their own education, and who are ready to become inspirational leaders of the future.

At Holy Trinity College, we offer a broad curriculum of academic and applied A Levels (aligned with Labour Market Trends) alongside an extensive and ever-increasing range of Enrichment programmes, all of which are designed to support the needs of each individual student for progression to Higher (University) or Further Education, Apprenticeships or to the world of work. Our commitment to raising standards and providing opportunities, is facilitated by highly motivated, dedicated and well-qualified subject specialists, as well as high quality Careers advice and guidance. The vast range of extra-curricular activities on offer are designed to match student interests, talents and skills, ranging from highly acclaimed musical performances such as Frozen: Disney's West End Musical, to artistic designs, software designers, charity fundraising, student council, mental health ambassadors, e-Sports leaders, Pope John Paul II leaders, support visit to Zambia, literacy & numeracy KS3 peers, business entrepreneurs and so much more. Sporting activities play a major role in the College for both girls and boys at U-19 Colleges Level, including MacRory Cup Level, and Ladies U-19 Teams, who have had incredible success. Whatever your choice, every opportunity possible will be afforded to you; to motivate you to 'get involved'; to develop your talents and abilities; to gain confidence; take pride in what you do; and to achieve your full potential.

Holy Trinity College prides itself in the open, respectful, and positive relationships which exist between all staff and students; on a strong system of care and support; and how all students are encouraged to have high standards and expectations, in order to achieve and succeed. As young people, you live in an ever-changing world full of opportunity and challenge. We want to play a part in preparing you to be confident, resilient, resourceful, independent, and aspirational. We look to our Sixth Form students as role models and maturing adults, undertaking positions of responsibility and leadership opportunities, in addition to coaching and supporting younger pupils in classrooms and in partner Primary Schools. We believe in education in its broadest sense, encouraging all to play their part in the wider community, developing new interests and hobbies, and adding value to each individual.

Whether you are a current student in Holy Trinity College or joining us as a new student, we look forward to discussing future opportunities available in Sixth Form. As Sixth Form students, you will also be the first to enjoy new 'state of the art' facilities in our new College. We are confident that what we have on offer, will provide you with the necessary qualifications and transferable skills for the world of higher and further education, and employability, and a rewarding personal experience which will prepare you for the future ahead.

Step into Your Future..... new school, new opportunities, new 'state of the art' facilities.

***"Education is the most powerful weapon which you can use to change the world"*** (Nelson Mandela)

Principal

*Mrs Isabel Russell*



**"We seek to inspire each other, to be innovative in our practice, and to excel in everything we do"**



# Entrance Criteria

## Admissions Criteria for Entry into Post 16 2025 – 2026

The Board of Governors delegates to an Admissions Panel, comprising of the Principal, 2 x Vice Principals, and relevant SLT, the application of admissions criteria to Post 16.

### Year 12 pupils applying to Post 16 in Holy Trinity College:

1. Students attending Holy Trinity College and who meet the minimum criteria below have priority over all other applicants.

(a) Six GCSEs or more at Grade C or above for entry to A Level courses.

(b) Four GCSEs or more at Grade C or above for entry to applied A Level or BTEC courses.

Additionally, students who wish to study academic subjects at A Level may be required to have achieved Grades A\* - B in the relevant GCSE subject. **(Please refer to subject content).**

2. Admission to Year 13 will be in consultation with the Head of Year and will be subject to applicants having a good report, which demonstrates good attendance, punctuality, and a positive behaviour profile in Year 12 (suspension, behaviour management log and school reports will be reviewed).

In cases where special circumstances apply, parents/guardians should provide medical and / or other reports in support of their application.

3. If there are more applicants than the number of places available in the year group or chosen subject group(s), priority will be given to students presently attending Holy Trinity College.

4. Students who have not obtained a Grade C or above in GCSE English or Mathematics will be required to repeat those subjects.

### External Students applying to Post 16 in Holy Trinity College:

Students who are applying from other schools will be required to attend a Post 16 interview and bring documentation including GCSE results, recent School Reports, attendance profile and a testimony from their previous school.

All students in Years 13 & 14 will be expected to attend their course daily. All courses are Full-time, and students will:

- ✓ Be on time for Registration at 8.40am each morning
- ✓ Remain on the school premises unless authorised to leave
- ✓ Attend all classes punctually
- ✓ Remain in school until 3.10pm.

Attendance is a crucial part of the EMA Scheme, and the College will endeavour to maintain a high percentage of attendance in Years

#### School uniform is available to buy in the following stockists:

- Wallaces, 29 William St., Cookstown BT80 8AX (Tel. 028 8676 2331)
- Dapper, 46 Main Street, Coalisland BT71 4NB 028 8774 9752

**PE. Uniform Stockist:**  
O'Neills Sportswear c/o Holy Trinity College  
Tel. 028 8676 2420

13 & 14. All absences must be authorised, if not, the allowance for that week will not be paid. Any absence requires a parent/guardian to telephone the school on the morning of the absence with the explanation. Students will only be given permission to leave school for a medical appointment. This can be obtained from the Head of Key Stage 5 or Head of Year and will not affect payment of allowance.

## INFORMATION

**Please understand that a student at this level who does not attend College or class regularly, lacks commitment or is considered by the Senior Leadership Team to be impeding the progress of other students, will be asked to withdraw from the course.**

All courses offered at Holy Trinity College allow for progression into employment and training and on to Further and Higher Education. In addition to the dedicated teaching staff, students have access to top of the range C2K computer technology in their study rooms and in 5 ICT suites. They also have full use of a well stocked Library (Learning Resource Centre) with photocopying and multimedia computer equipment with access to the Internet for researching Assignments. The LRC is organised and run by a qualified librarian – Miss McAadoo.

Two full time supervisors are employed to supervise the 6th Form Study Rooms and a Matron is available to deal with illness.

A pastoral Care system, promoting the ethos of the Catholic School, through Form Teachers, a Year Head and managed by Head of Senior School is in place at Holy Trinity College. The pastoral Care Team helps ensure a caring and disciplined educational environment for all our students.

It is the policy of Holy Trinity College to encourage students to consider continuing their full-time education for one or two years at Post 16 and throughout this time, a number of Enrichment Programmes will also be available to students to enhance their skills.

A student will be accepted, subject to the professional judgement of the Senior Leadership Team on his/her aptitude for a particular course.



# Head Girl

## Abbie McKinless:

My name is Abbie McKinless, and it was an honour to have been appointed as Head Girl at Holy Trinity College this year. I am currently studying A-Level English Literature, Religious Studies and Double Award Art. I hope to go on and study Drama and English at Queen's University Belfast.

Being Head Girl has presented me with many unique opportunities, giving me the chance to show how committed I am to the school. Working on school projects alongside the Senior Prefect Team has helped improve my ability to work in a team and allowed me to grow more confident in my leadership abilities.

I was once in the same position as you, where I had to choose my subjects while considering what career I wanted in the future. Holy Trinity College offers a wide range of subjects, and the transition from GCSE's to Post 16 can be overwhelming, so I highly recommend getting advice from your teachers and other students- especially if they have taken a subject that you are interested in before, as they can tell you what to expect. The staff only have your best interests in mind, and will be happy to answer your questions and help with any concerns.

Post 16 is an exciting and important time at Holy Trinity, with new opportunities available as you decide your future. Whether you wish to go to University, get an Apprenticeship or go straight into the workplace, the Career's Department at Holy Trinity will guide you through UCAS applications, CV's and anything else you need help with. I know how difficult it is to make the final decision on your future career, and it's ok not to know exactly what you want to do when you leave school. Here at Holy Trinity, you will receive the advice and support that will help you reach that final decision.

While Post 16 is two very challenging years, they have been my favourite years at Holy Trinity. The support from the staff has been incredible, and the new friends I have made as well as the old ones have allowed me to make unforgettable memories. Enjoy your final years at this school, work hard and good luck in your transition into Post 16.



# Head Boy

## Edan McCartney:

My name is Edan McCartney and I am Head Boy at Holy Trinity College. I was honoured to be appointed to this role; whilst it holds a lot of responsibility, the leadership and communication skills I have developed will play a great part in preparing me for the future.

I went to St. Patricks Primary, Ardboe and chose to come to Holy Trinity College as my older brother went here and a lot of my friends did too. I was always keen to join Holy Trinity; I had heard great reports from pupils within the school and I was looking forward to getting started on the next phase of my education.

I currently study Sports Studies, ICT and Engineering for A-Level and am hoping to pursue a higher-level apprenticeship in the Engineering sector. The Careers Department has really helped with my decision making for the future, they provide many opportunities to attend open days and talks which massively helped spark my interest in higher level apprenticeships.

As Head Boy of Holy Trinity College, it is my responsibility to help relieve the nerves and worries of new pupils starting the school, as well as offering support and guidance to current students. I knew I wanted this role as I always try to aim for the top and push myself to accept new challenges. It is important that all students feel comfortable and safe within the school, I hope they feel they can come talk to me if needed.

The past 7 years have been so enjoyable, I have made many happy memories during my time here. The staff at Holy Trinity College are exemplary and always try their best for each student. I have made friends for life and know anyone who chooses to come to Holy Trinity will do the same.



# Careers

Careers Education Information, Advice & Guidance is a continuous process and an important element of the college's Post 16 curriculum. Through the Careers Education and Information, Advice and Guidance Department, students work on self-assessment programmes which look at their ability, personality, interests and opportunities.

The challenge is to enable learners to make career decisions in a well-informed manner, linked to their interests, capabilities and aspirations. Students are provided with relevant information on jobs, training schemes and further education.

The CEIAG department has one full time and three part time careers teachers, with the support of a Careers Advisor from the Northern Ireland Careers Service. A range of careers literature is available for consultation together with a computer system with Careers software.

## Post 16

In Year 13 and 14 opportunities are given for students to consider further options and build upon skills and knowledge gained in Years 11 and 12.

## Year 13

The Personal Career Planning process is revisited for Post 18 choices and students begin to consider further where their strengths and weaknesses lie. Consultation with Careers Adviser is available. Students have the opportunity to attend the UCAS Higher Education Conference. All students participate in the College Work Shadowing Scheme.

## Year 14

Students receive a presentation from an external body on UCAS application for Further and Higher Education.

Students attend Open Days at the Ulster University, Queen's University Belfast, St Mary's Belfast and also have the option of attending other Open Days independently.

Students are prepared for the transition from Year 14 to employment or Further and Higher Education with skills in CV and Application processes. Students have access to workshops on interview skills supported by Educational Consultants in conjunction with local and national employers or organisations.

Students receive presentations from Further Education

and Higher Education Colleges to inform their decision making in relation to course choices, advice on undergraduate student life and accommodation and EA student finance support.

## Education Maintenance Allowance (EMA) 2025-2026

This Allowance will be available from the beginning of the academic year 2025-2026 for 16-19 year old students in full-time education.

Students will qualify for a £30 weekly payment if the family income for a single student is less than £20,500 or £22,500 when there are two or more students.

Students will also receive a biannual bonus award of £200 payable in two payments of £100 – one at the end of the first term and the other at the end of the second or third term.

All students commencing a full-time course at Holy Trinity College must sign a Learner Agreement.

This is made up of TWO parts -

- Part 1 – relates to attendance
- Part 2 – relates to performance targets/ objects/ work rate

The Year Head will be responsible for the EMA scheme and the Senior Leadership Team will work closely to ensure standards are kept and maintained throughout the year.

Students must adhere to the guidelines laid down by the College. Any student who fails to meet deadlines or targets set by staff will be interviewed and may be asked to leave their course.



# Subject Pathways

The College offers FOUR Subject Pathways at Post 16:

- A' Level (AS/A2)
- GCE Applied Courses
- BTEC National Courses
- Opportunity to complete Essential Skills in Application of Number and Communication Level 2 (equivalent to GCSE)

## Structure of Post-16 Courses

### An Advanced Subsidiary (AS Level)

This qualification forms the basis of all A' Level subjects. It allows students to obtain interim accreditation as they progress to a full A' Level (A2). AS specifications comprise of 2/3 Units which are completed in Year 13 and are separately certified. An AS is worth 50% of a full A' Level.

An AS can be awarded as a discrete qualification with its own value. You will have the opportunity to retake any AS unit if you feel you can improve on your result. The better result will count towards the final award. The A2 Level will comprise of 2/3 AS Units and 2/3 additional Units at a more challenging level. These final units will assess knowledge of the course as a whole.

### A' Level = AS+A2 = 4/6 Units

#### BTEC Nationals and GCE Applied Courses

These comprise of a number of units which will be assessed internally, through a teacher- assessed portfolio or through external assessments set and marked by the Examination Boards. The GCE Applied Courses / BTEC National Courses are awarded grades similar to A' Level.

#### Selection Criteria

Repeat Examination Policy

Under new guidelines the following points must be considered before repeating any examinations at Holy Trinity College: -

- Each module/Unit can be repeated only once;
- Students must pay for all re-sits taken.

#### UCAS Points System:

A\* grade = 140 points  
 A grade = 120 points  
 B grade = 100 points  
 C grade = 80 points  
 D grade = 60 points  
 E grade = 40 points

#### BTEC Nationals Points System:

Distinction = 120 points  
 Merit = 80 points  
 Pass = 60 points

*Most University places require 240-300 UCAS/ BTEC Points*

## Courses on Offer at Post 16 at Holy Trinity College

| A' Level Subjects            | Applied GCE Subjects (Single Award)    | Applied GCE Subjects (Double Award) |
|------------------------------|--|-------------------------------------|
| Biology                      | BTEC Agriculture                       | Art & Design                        |
| English Literature           | Business                               | Business Studies                    |
| Geography                    | Health and Social Care                 | Children's Early Years              |
| Mathematics                  | Information Technology                 | ICT                                 |
| Modern History               | Media                                  | Sports Studies                      |
| Religious Studies            | Travel and Tourism                     |                                     |
| Sociology                    | Sports Studies                         |                                     |
| Physics                      | Engineering                            |                                     |
| Chemistry                    | Construction and the Built Environment |                                     |
| Art and Design               | Hospitality                            |                                     |
| Life and Health Science      | Performing Arts                        |                                     |
| Software Systems Development |  |                                     |
| Health and Social Care       |  |                                     |
| Psychology                   |  |                                     |

### Entrance Criteria for the 'Next Steps' programme

Students may also have access to the 'Next Steps' Programme which is tailored for students who wish to embark on a three year programme in order to enhance their GCSE/ Level 2 profile, including English and Maths (if required ) and secure 3 relevant A' Level/BTEC qualifications.

# Entitlement Framework

## What is the Entitlement Framework/ Collaboration?

The Education (NI) Order 2006 places a mandatory requirement on Boards of Governors to provide all pupils at grant-aided schools with access to the Entitlement Framework (EF).

The Entitlement Framework is an integral part of young people's education within the Revised Curriculum at KS4 and Post 16 and must not be seen as an optional extra or a short term initiative. The requirement to offer greater breadth and balance in the courses and pathways available to young people is a key contributor to our overall goal of raising standards within the post-primary schools and of reducing the levels of educational underachievement that currently exist.

The EF in Northern Ireland requires schools to expand their Key Stage 4 and Key Stage 5 provision to offer access to a wide range of options. Effective from September 2017, schools are required to offer twenty one subjects at KS4 and twenty one post-16 subjects. Of these courses at least one third must be general and one third applied.

In order to achieve this goal, we at Holy Trinity College collaborate with our neighbours Cookstown High School. We offer some A' Level subjects to Cookstown High School students and they offer some A' Level subjects to our students.

### The courses offered in collaboration are as follows:-

#### Cookstown High School deliver:

A Level: Physics

#### Holy Trinity College deliver:-

A Level: Agriculture, Media Studies, Psychology and Travel & Tourism



# Science

## Biology - A' Level

• Equivalent to one A' Level

**Exam Board: CCEA**

**Course description:** Biology is offered at both AS and A2. The AS level consists of 3 units and the A2 level consists of 3 additional units (6 units in total). Module tests are taken in June of both years and candidates are permitted to re-sit each unit once.

**Exam Board: CCEA**

**Course description:** Studying Physics is the next step towards a wide variety of rewarding careers. Physics provides a broad training in skills valued by all employers; an ability to grasp concepts quickly, a determination to find coherent answers, along with problem solving, analytical, mathematical and IT skills. Even if you decide that you do not want to work in any physics-related industry, the skills and knowledge that you develop by studying Physics will help you in whichever area you choose. Studying Physics is a good way of keeping your options open.

| UNIT | DESCRIPTION   |
|------|---|
| AS 1 | Molecules and Cells                                   |
| AS 2 | Organisms and Biodiversity                            |
| AS 3 | Practical Skills in AS Biology                        |
| A2 1 | Physiology, Co-ordination and Control, and Ecosystems |
| A2 2 | Biochemistry, Genetics and Evolutionary Trends        |
| A2 3 | Practical Skills in Biology                           |

**Career pathway:** Study of AS and A2 Biology can lead to all Science and Medical based degree courses. Biology is an essential subject for a career in Medicine and Dentistry. It opens up the fields of courses in Sports Science to students. Other areas of study include Health and Nutrition.

## Physics

*(in collaboration with and delivered in Cookstown High)*

• Equivalent to one A' Level

**Exam Board: CCEA**

**Course description:** Studying Physics is the next step towards a wide variety of rewarding careers. Physics provides a broad training in skills valued by all employers; an ability to grasp concepts quickly, a determination to find coherent answers, along with problem solving, analytical, mathematical and IT skills. Even if you decide that you do not want to

work in any physics-related industry, the skills and knowledge that you develop by studying Physics will help you in whichever area you choose. Studying Physics is a good way of keeping your options open.

| UNIT | DESCRIPTION   |
|------|---|
| AS 1 | Forces, Energy and Electricity  |
| AS 2 | Waves, Photons and Medical Physics  |
| AS 3 | Practical techniques  |
| A2 1 | Momentum, Thermal physics, Circular Motion, Oscillations and Atomic & Nuclear Physics |
| A2 2 | Fields and their Applications   |
| A2 3 | Practical techniques  |

**Career pathway:** Medicine, Energy production, Technology, Computing, Software design, Medical technology, Education, Food science, Research, Scientific journalism, Engineering, Aerospace, Meteorology, Renewable energy, Nanotechnology, resources, Imaging.



# English Literature

• Equivalent to one A' Level

Exam Board: OCR

**Course description:** A level English Literature encourages students to develop their interest and enjoyment in literary studies through reading widely, independently and critically. The A level course aims to extend students' enjoyment of Literature and develop confident, independent and reflective readers. Over the two year period students study Irish, English and American Literature.

The English Literature course has wide appeal but may be of particular interest to students who enjoy reading and those who wish to develop a deeper understanding and enjoyment of literary texts.

| COMPONENT CODE | TITLE                            | ASSESSMENT                           |
|----------------|----------------------------------|--------------------------------------|
| 01             | Drama and Poetry Pre-1900        | External Exam                        |
| 02             | Comparative and Contextual Study | External Exam                        |
| 03             | Literature Post-1900             | Two internally assessed assignments. |

**Career pathway:** Journalism, Media and Communication, Teaching, Law, Broadcasting, Creative Writing, Librarian and Editor.



# Geography

• Equivalent to one A' Level

Exam Board: OCR

**Course description:** By studying GCE Geography you will learn about geographical concepts and processes, interactions between people and their environment, the challenges of sustainability and the importance of attitudes and values. Through studying human and physical geography topics at AS level and A2, students explore:

- The dynamic earth, its structure and how landscapes are created;
- Interactions between people and their environment;
- The challenges of sustainability; and
- The importance of attitudes and values.

Geography is relevant, stimulating and interesting-this course will provide you with the opportunity to gain transferable skills such as communication, teamwork, analysing, investigation, IT and map reading.

If you are interested in the world around you and would like to understand more about different cultures and environments that surround you, then GCE Geography would be an excellent choice of study. Geographical enquiry is an essential component of the GCE course, and our classes complete fieldwork on coastal processes, sand dune ecosystems, tourism and air pollution as part of their AS and A2 courses.

**Geography is a subject that helps young people into work. Many employers prize the knowledge and skills that studying geography can provide and geography in higher education is thriving.**

**Career Pathways:** Urban Planners, climatologists, GIS applications, logistics, researchers, teachers, demographers, environmental managers, research, teaching, media, publishing, health care, aid worker.

| UNIT  | MODULES  | ASSESSMENT            |
|---|--|-----------------------|
| AS 1:<br>Physical Geography                           | Rivers, Ecosystems and Weather & Climate   | 1 hour 15 minute exam |
| AS 2:<br>Human Geography                              | Population, Settlement and Development   | 1 hour 15 minute exam |
| AS 3:<br>Fieldwork Skills & Techniques in Geography   | Collection of data through fieldwork, using statistical and graphical techniques and applying geographical skills.     | 1 hour                |
| A2 1:<br>Physical Processes, Landforms and Management | Plate tectonics, ecosystems, coasts and climate change (study two out of the four options)                             | 1 hour 30 minute exam |
| A2 2:<br>Processes and Issues in Human Geography      | Cultural geography, sustainable settlements, ethnic diversity and tourism (study two out of four options).             | 1 hour 30 minute exam |
| A2 3:<br>Decision Making in Geography                 | Skills and techniques developed throughout the course are assessed using a case study set within a real world context. | 1 hour 30 minute exam |



***“Geography is a living, breathing subject, constantly adapting to change. It is dynamic and relevant to many of the world’s current issues which geographers will help to solve.”***



# Mathematics

**Exam Board: CCEA**

**Course description:** Mathematics is offered at both AS and A2 level. All units are assessed in June of each year.

**Students can take:**

- the AS course as a final qualification; or
- the AS units plus the A2 units for a full GCE A level qualification.

The full Advanced GCE award is based on students' marks from the AS (40 percent) and the A2 (60 percent).

GCE Mathematics (4 units) AS1 Pure, AS1 Applied, A21 Pure, A22 Applied.

Mathematics at **AS** or **Advanced GCE** is challenging and interesting. It involves both logical reasoning and strategic reasoning, models reality, describes discoveries and opens doors to the unknown.

As well as being a sought after qualification for the work place and courses in higher education, Mathematics A Level opens a whole world of career possibilities.

**Career pathway:** A Study of ALevel Maths can lead to some of the following occupations: Accountant, Investment Banker, Stock Broker, Climatologist, Meteorologist, Pharmacologist, Geneticist, Computer Game Designer, Business Development Manager, Aerospace Engineer, Civil Engineer, Insurance Broker, IT Product Developer, Technical Support Technician, Computer Games Tester, Forensic Computer Analyst, Software Developer, Web Designer.

## SUMMARY OF UNIT CONTENT:

|                              |
|------------------------------|
| <b>UNIT AS1 Pure</b>         |
| Algebra and functions        |
| Coordinate geometry/Circles  |
| Binomial expansion           |
| Trigonometry [no radians]    |
| Exponentials and logarithms  |
| Differentiation              |
| Integration                  |
| Vectors                      |
| <b>UNIT AS2 Applied</b>      |
| Kinematics [inc i/j vectors] |
| Forces and Newton's laws     |
| Sampling                     |
| Data presentation/interpret  |
| Probability                  |
| Statistical distributions    |
| <b>UNIT A21 Pure</b>         |
| Algebra and functions        |
| Coordinate geometry          |
| Sequences and series         |
| Trigonometry                 |
| Differentiation              |
| Integration                  |
| Numerical methods            |
| <b>UNIT A22 Applied</b>      |
| Kinematics                   |
| Moments                      |
| Impulse and momentum         |
| Probability                  |
| Statistical distributions    |
| Hypothesis testing           |



# Modern History

• Equivalent to one A' Level

**Exam Board: CCEA**

**Course description:** In this rapidly changing society employers want to employ people who are independent thinkers, problem solvers, open minded, analytical, disciplined, able to pick out the essential from the trivial, researchers, able to make decisions based on evidence, able to evaluate facts and opinions, able to communicate with others. 'Which?' magazine says: 'Historians are regarded as having had an education that trains their minds to assemble, organise and present facts and figures and this is a very useful quality in many walks of life and careers. History is an excellent preparation for many other jobs'.

Business and Universities rate History very highly. History is the One subject that the top 20 leading Universities recommend. You do not need to have GCSE History – but it would help! We have had many students who completed A Level History without studying History at GCSE. Pupils can opt to take the subject for one year and still obtain UCAS points. History is a highly literate subject so we would recommend at least a B grade in GCSE English. If pupils are prepared to work hard, have an interest in the subject and can read and research independently we will be prepared to accept you. It will be challenging and rewarding. Topical and interesting. Of real value in employment.

**The AS level consists of 2 units and the A2 level consists of 2 units = 4 in total.**

| UNIT  | MODULES                                 | ASSESSMENT                    |
|---|---|-------------------------------|
| AS1: Investigate specific historical questions using sources, information and reaching validated conclusions. | Germany 1919 – 1945                     | 1 ½ hour External examination |
| AS2: Study of significant individuals, societies, events, developments and issues.                            | Russia 1914-1941                        | 1 ½ hour External examination |
| A21: Study of Russia before Communism, Communism outside the USSR and their opponents.                        | Clash of Ideologies (Europe) 1900- 2000 | 1 hour External examination   |
| A22: Examination containing source based and essay type Questions.  | Partition of Ireland 1900 – 1925        | 2 ½ hour External examination |

**Career Pathway:** Law, Journalism, Teaching, Politics, Business.

Name: **Emily McGerr**  
 Primary School: **St Peter's, Moortown**  
 Secondary school: **Holy Trinity College, Cookstown**

**Post 16 subjects:** Religion, History, Media Studies.

I am a Post 16 student and current Deputy Head Girl of Holy Trinity College. I joined Year 8 in 2018 and have thoroughly enjoyed being a part of the school community. I have actively been involved in many aspects of school life and have held a range of posts of responsibility, which include becoming an Anti-bullying Ambassador, taking part in the Paired Reading Programme and playing an active role in the SEN and KS3 teams.

I am also currently taking part in the Pope John Paul II Award which requires me to carry out voluntary work within my parish and community. During my time here, I have achieved 10 GCSE grades A\*-C. When choosing my A-Levels, it was irrefutable that I would return to the College to continue my studies. In choosing HTC I was confident that the staff would provide me with the support and encouragement necessary to succeed. When I finish my studies at Holy Trinity College, I plan to continue onto third level education to pursue a career in Law and look forward to the opportunities that university has to offer. I strongly recommend HTC to anyone considering Post 16 study.



# Psychology

• Equivalent to one A' Level

**Exam Board: AQA**

Entrance Requirements

Minimum of Grade B in English language or literature

Minimum of C\* in GCSE Maths

**Course description:** Psychology is a fascinating subject which deals with the mind and all of the very complex ways in which we perceive and learn about the world in which we live. Psychology is a scientific subject which examines memory, cognition, perception, motivation, emotions etc... in an attempt to understand how we behave in society. Recently, someone described Psychology as "the scientific study of behaviour".

Against this background, you can easily imagine the range of areas to which Psychology is relevant. For example, Psychology is closely related to the world of business, sport, education, social work, youth work, criminology etc... It is an excellent subject to study at A' Level, as an introduction to almost any degree you can possibly think of.

Psychology is particularly well linked to subjects such as Sociology and English and there is enough flexibility in your Year 13 subject choices to slot Psychology into an interesting A' Level combination which would be looked upon favourably by the various universities when selecting successful candidates.

There is no need to have studied Psychology at GCSE in order to do well at A' Level because we cover all introductory aspects as we go along. However, it is absolutely necessary to have at least a "C" or above in GCSE Maths and English, because you will be required to write complex essays and reports as well as carrying out statistical analysis of results from research carried out by yourself and other more professional Psychologists.

Above all, as your teacher, it is my intention that Psychology should be interesting, stimulating, enjoyable and a bit of fun for all concerned.

## AS Level Psychology (1 year)

|     | UNIT  | ASSESSMENT  |
|-----|---|---|
| AS1 | Introductory topics in Psychology: Social Influence. Memory. Attachment.            | 1 ½ hour examination In May of Year 13 - 50% AS Level |
| AS2 | Psychology in Context: Approaches in Psychology. Psychopathology. Research Methods. | 1 ½ hour examination in May of Year 13 - 50% AS Level |



## AS Level Psychology (1 year)

|      | UNIT  | ASSESSMENT   |
|------|---|--|
| A2 1 | Introductory topics in Psychology: Social Influence. Memory. Attachment. Psychopathology. | 2 hour examination In May/June of Year 14 - 33.3% A Level  |
| A2 2 | Psychology in Context: Approaches in Psychology. Psychopathology. Research Methods.       | 2 hour examination in May/June of Year 14 - 33.3% AS Level |
| A2 3 | Issues and options in Psychology: Relationships or Gender. Schizophrenia. Addictions.     | 2 hour examination in May/June of Year 14 - 33.3% AS Level |

\*Performance in AS Psychology does not contribute to A Level grade.

**Career pathway:** Mental Health Nurse, Social Worker, Vocational Counsellor, Education Psychologist, Forensic Psychologist, Clinical Psychologist, Sports & Exercise Psychologist, Occupational Psychologist, Special Educational Needs Teacher.

# Sociology

• Equivalent to one A' Level

**Exam Board: AQA**

Entrance Requirements

Minimum of Grade B in English language or literature

Minimum of C\* in GCSE Maths

**Course description:** A Level Sociology is a really interesting subject, through which you will learn lots of surprising things about the society we live in. For example, why is it easier for children of wealthy people to pass their exams? Is it because they are more intelligent? NO! Why are most primary school head teachers men, when there are hardly any male teachers in primary schools? Why is it that a song

you dislike when you first hear it becomes your favourite song two weeks later? Why do women get paid much less than men for the same type of work? Why do we usually obey complete strangers when they tell us what to do? Why do some people get locked up in jail while others get away with all sorts of badness? Why is it ok for America to kill thousands of people in other countries? These are just some of the tricky issues we deal with in the weird and wonderful world of Sociology! So, if you are a person who does a bit of thinking and you want to know what really goes on in your world, this is the subject for you. Sociology is an extremely successful subject in Holy Trinity College. We enjoy very high GCSE and A' Level grades, which can greatly assist students to get into University. If you are a thinking person, who tries to take a critical look behind the things you see and hear, then Sociology can open your eyes for you in an enjoyable and very useful way. It could be your passport to a great career.

## AS Level Sociology (1 year)

|     | UNIT   | ASSESSMENT  |
|-----|--|---|
| AS1 | Education with Methods in Context: Education. Methods in Context. Research Methods.  | 1 ½ hour examination In May of Year 13 - 50% AS Level |
| AS2 | Research Methods and Topics in Sociology: Research Methods. Families and Households. | 1 ½ hour examination in May of Year 13 - 50% AS Level |

## A2 Level Sociology (2 years)

|      | UNIT  | ASSESSMENT   |
|------|---|--|
| A2 1 | Education with Theory and Methods: Education. Methods in Context. Theory and Methods.   | 2 hour examination In May/ June of Year 14 - 33.3% A Level |
| A2 2 | Topics in Sociology: Families and Households. Plus 1 option from Beliefs in Society. Global Development. The Media. Stratification and Differentiation. | 2 hour examination in May/June of Year 14 - 33.3% AS Level |
| A2 3 | Crime and Deviance with Theory and Methods: Crime and Deviance. Theory and Methods  | 2 hour examination in May/June of Year 14 - 33.3% AS Level |

\*Performance in AS Sociology does not contribute to A Level grade

**Career pathway:** Social Work, Nursing, Law, Policing, Journalism, Media Presenting, Personnel and Teaching.



# Software Systems Development

Exam Board: CCEA

- Equivalent to one A' Level

**Course description:** CCEA Software Systems Development specification encourages students to develop their knowledge, understanding and skills necessary for working in the software industry. Student will study 4 units over the 2 years with 2 pieces of

controlled assessment and 2 exams. In the AS units, students adopt an object-oriented approach to problem solving. They develop their object-oriented skills while learning to appreciate the benefits of developing applications in this type of environment. Students also learn to implement and develop object-oriented technologies in an event driven environment. Students who continue to A2 develop their understanding of the reasons for systems development. They are introduced to important database concepts that enable them to understand relational database systems implemented through Structured Query Language (SQL). Students also experience elements of the systems development process.

| Unit Number | Unit Title                                  | Marks                       | Assessment     |
|-------------|---|-----------------------------|----------------|
| AS 1        | Introduction to Object Oriented Development | Exam – 20% - 2 hours        | Summer Year 13 |
| AS 2        | Event Driven Programming                    | Controlled Assessment - 20% | Year 13        |
| A2 1        | Systems Approaches and Database Concepts    | Exam – 30% - 2 hours        | Summer Year 14 |
| A2 2        | Implementing Solutions                      | Controlled Assessment - 30% | Year 14        |



# Animal Care

BTEC National

- Equivalent to one A' Level

Exam Board: Pearson

**Course description:** Four units of which three are mandatory and one is external. Mandatory content (83%). External assessment (33%).

This qualification offers an engaging programme to support learners who want to pursue a career in the agriculture sector. It is intended as a Tech Level qualification. This size of qualification allows learners to study related and complementary qualifications alongside it, without duplication of content. The qualification can prepare learners for a range of apprenticeships in the agriculture sector, or direct entry to roles such as trainee agricultural technician or general farm worker. When taken alongside further Level 3 qualifications, it supports progression to a range of higher education courses in agriculture or agricultural sciences.

| Unit Number | Unit Title                                | GLH | Type                   | How Assessed |
|-------------|---|-----|------------------------|--------------|
| 1           | Professional Working Responsibilities     | 120 | Mandatory              | External     |
| 28          | Applied Agriculture Farming Practice      | 120 | Mandatory and Synoptic | Internal     |
| 4           | Work Experience in the Land-based Sectors | 60  | Mandatory              | Internal     |
| 5           | Estate Skills                             | 60  | Optional               | Internal     |
| 8           | Land-based Machinery Operations           | 60  | Optional               | Internal     |

**Career pathway:** Farm Owners / Managers, Consultants/Technical Advisors, Teachers / Lecturers, Journalists, Researchers, Farm Liaison Representatives.

# Religious Education

- Equivalent to one A' Level

Exam Board: CCEA

**Course description:** Students will study four Units over two years. There is no longer a coursework unit in A' Level Religion. The AS consists of 2 units and the A2 level consists of 2 units = 4 units in total. The AS Units make up 40% of the full A' Level and the A2 Units make up 60%.

| MODULES | TITLE                                 | ASSESSMENT            |
|---------|---------------------------------------|-----------------------|
| AS 1    | An Introduction to the Gospel of Luke | External exam in June |
| AS 2    | An Introduction to Islam              | External exam in June |
| AS 2    | Themes in the Synoptic Gospels        | External exam in June |
| A2 4    | Islam in a contemporary context       | External exam in June |

**Career pathway:** Below is a selection of courses that our 'A' Level students continued their studies in after completing 'A' Level RE. Nursing, Education, Podiatry, Dentistry, Occupational Therapy, Pharmacy.



Armagh Cathedral by Zara Monaghan, Year 13



## Hospitality

### Level 2 Diploma Professional Cookery and Hospitality (for 16+)

This course will build on your Level 2 Contemporary Cuisine Course.

#### You will learn:

- Chef's knife skills
- How to prepare and cook a range of meats
- Safe handling of foods
- A detailed range of starters
- Sauce making
- Advanced dessert preparation
- How food is served in the Hospitality Industry

## Art & Design

- Equivalent to one or two A' Levels

### Exam Board: Pearson

The OCR A Level Art and Design specifications are designed to encourage learners to develop skills, creativity, imagination and independence based on personal experience, taught skills and critical understanding. Learners show this through their responses to a range of stimuli.

These qualifications offer learners an opportunity to fully develop and explore their chosen specialism(s) whilst expanding their knowledge, understanding and skills in a range of specialist areas. Learners will develop a deep understanding of their chosen specialism and the ability to critically evaluate their own work and the work of others. Learners are able to tailor their course to fit their individual needs, choices and aspirations in order to follow their chosen progression route through to Further or Higher Education or the workplace.

| Content Overview   | Assessment Overview  | Marks                           |
|--|--|---------------------------------|
| <p><b>The available specialisms are:</b></p> <ul style="list-style-type: none"> <li>• Art, Craft and Design (H600)</li> <li>• Fine Art (H601)</li> <li>• Graphic Communication (H602)</li> <li>• Photography (H603)</li> <li>• Textile Design (H604)</li> <li>• Three-Dimensional Design (H605)</li> <li>• Critical and Contextual Studies (H606)</li> </ul> <p><b>Component 01: Personal investigation</b></p> <ul style="list-style-type: none"> <li>• Learners should produce two elements: (i) a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre (ii) a related study: an extended response of a guided minimum of 1000 words.</li> </ul> | <p>Personal investigation (01)<br/>120 marks non exam assessment (internally assessed and externally moderated)</p>      | <p>60%<br/>of total A level</p> |
| <p><b>Component 02: Externally set task</b></p> <ul style="list-style-type: none"> <li>• The early release paper will be issued on 1 February and will provide learners with a number of themes, each with a range of written and visual starting points, briefs and stimuli.</li> <li>• A response should be based on one of these options.</li> </ul>  | <p>Externally set task (02)<br/>80 marks 15 hours non exam assessment (internally assessed and externally moderated)</p> | <p>40%<br/>of total A level</p> |



Colouring Pencil study  
by Ksenija Moroza, Year 14

# Business Studies

## BTEC Level 3 National Extended Certificate in Business

• Equivalent to one A' Level

Exam Board: Pearson

BTEC Business provides students with a broad introduction to the field of Business and gives students transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied

learning. The qualifications prepare learners for a range of higher education courses and job roles related to Business.

We offer two BTEC Level 3 courses:

### 1. BTEC Level 3 National Extended Certificate in Business

The Extended Certificate is for students who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. Students will study 4 units over two years, of which 2 units are externally assessed.

| Mandatory units – learners complete and achieve all units |                                 |                    |          |
|---|---------------------------------|--------------------|----------|
| 1   | Exploring Business              | Mandatory          | Internal |
| 2   | Developing a marketing campaign | Mandatory Synoptic | External |
| 3   | Personal and Business Finance   | Mandatory          | External |
| Optional units – learners complete unit 1                 |                                 |                    |          |
| 8   | Personal and Business Finance   | Optional           | Internal |
| 14  | Investigating Customer Service  | Optional           | Internal |
| 22  | Market Research                 | Optional           | Internal |
| 23  | The English Legal System        | Optional           | Internal |
| 27  | Work Experience in Business     | Optional           | Internal |

External assessment (58%).

### 2. BTEC Level 3 National Diploma in Business • Equivalent to two A' Levels

The Diploma is designed for students who have a keen interest in Business. Students will study 8 units over two years, of which 3 units are externally assessed.

| Unit No.  | Unit Title                                    | Type               | How Assessed |
|---|---|--------------------|--------------|
| Mandatory external units – learners complete and achieve all units            |   |                    |              |
| 2   | Developing a marketing campaign               | Mandatory Synoptic | External     |
| 3   | Personal and Business Finance                 | Mandatory          | External     |
| 6   | Principles of Management                      | Mandatory          | External     |
| Mandatory internal units – learners complete all units and achieve at least 2 |   |                    |              |
| 1   | Exploring Business                            | Mandatory          | Internal     |
| 4   | Managing an Event                             | Mandatory Synoptic | Internal     |
| 5   | International Business                        | Mandatory Synoptic | Internal     |
| Optional units – learners complete 2 unit s                                   |   |                    |              |
| 8   | Recruitment and Selection Process             | Optional           | Internal     |
| 9   | Team building in Business                     | Optional           | Internal     |
| 10  | Recording Financial Transactions              | Optional           | Internal     |
| 11  | Final Accounts for Public Limited Companies   | Optional           | Internal     |
| 12  | Financial Statements for Specific Businesses  | Optional           | Internal     |
| 13  | Cost and Management Accounting                | Optional           | Internal     |
| 14  | Investigating Customer Service                | Optional           | Internal     |
| 19  | Pitching for a New Business                   | Optional           | Internal     |
| 21  | Investigating Corporate Social Responsibility | Optional           | Internal     |
| 22  | Market Research                               | Optional           | Internal     |

External assessment (45%)

Students must achieve all external units at pass grade or above. Students are only permitted to re-sit external assessment once.

**Career Pathway:** BTEC Business introduces students to a wide selection of topics. Successful completion of this course offers students several routes for progression. BTEC Business can lead to many rewarding and challenging career opportunities including Management, Human Resources, Retail, Banking and Marketing.



Name: **Conan Gilligan**  
 Primary School: **St Peter's Primary Moortown**  
 Secondary school: **Holy Trinity College, Cookstown**  
 Age: **18**



**Post 16 subjects:** History, Sports Studies, ICT

I have been a student at Holy Trinity College since September 2018 and will complete my studies later this year. During my time here I have achieved nine GCSEs, all graded A-C. I chose to stay on to complete my A-levels as the school offered subjects I wanted to study and has a strong reputation for academic success. I knew the staff here would give me the support and encouragement I needed to do well.

I have been involved in various extracurricular activities during my time here, including playing for the MacRory football team. Holy Trinity offers plenty of opportunities outside the classroom, which have made my time here even more enjoyable.

As I move into Upper Sixth, I look forward to completing my final year. After that, I plan to go on to higher education, and I know my time at Holy Trinity has prepared me well for the future.



# Health & Social Care

## BTEC Health & Social Care Extended Certificate

• Equivalent to one A' Level

**Total units: 4**

**3 Mandatory Units PLUS 1 Optional Unit**

**Total units: 8**

**6 Mandatory Units PLUS 2 Optional Units**

**Course description:** The content of this qualification has been designed to ensure it supports progression towards higher study. In addition, employers and professional bodies have been involved in order to confirm that the content is also appropriate for those interested in working in the sector. Learners taking this qualification will study six mandatory units:

- Human Lifespan Development
- Working in Health and Social Care
- Meeting Individual Care and Support Needs
- Principles of Safe Practice in Health and Social Care
- Enquiries into Current Research in Health and Social Care
- Promoting Public Health.

Learners can select two optional units that cover the biological or sociological topics relevant to the different parts of the sector to support their progression to specialised degree programmes in the sector.

To develop a better understanding of the demands of working in the sector and to demonstrate their commitment and interest in the sector when applying for further study,

### CCEA GCE Health and Social Care (A Level)

This specification appeals to students with an interest in health, well-being and caring for others. It gives students the opportunity to study a diverse range of subjects, including communication, physiology, social policy and psychology, and develop skills including research, investigation, and analysis.

This specification is available at two levels: AS and A2. Students can take the AS units plus the A2 units for a full GCE A level qualification. They can also choose to take the AS course as a stand-alone qualification.

In the AS units, students explore values of care, and learn about key concepts of health and well-being and the impact of health and ill health on individuals.

Students who continue to A2 will explore the physiology of health, body systems and disorders, and conduct extensive research on a chosen topic.

learners can choose to take a minimum of 100 hours' work experience as part of the course.

Optional units allow learners to develop their interests in different parts of the sector and include:

- Sociological Perspectives
- Psychological Perspectives
- Caring for Individuals with Additional Needs
- Physiological Disorders and their Care
- Nutritional Health

**Career Pathways:** This qualification is generally taken alongside other qualifications as part of a 2-year programme of learning. This will enable learners to progress to a degree programme chosen from a range of programmes in the health and social care sector.

The qualification is intended to carry UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses. Studying Health and Social Care can provide the knowledge and skills for working as a:

- Counsellor
- Social worker
- Health visitor
- Radiographer
- Occupational therapist
- Speech therapist
- Paramedic
- Nurse
- Midwife
- Rehabilitation worker
- Care worker
- Health administration
- Care management
- Youth work
- Medical technician
- Family Support Worker
- Probation officer



# Engineering

## BTEC Level 3 National Extended Certificate in Engineering

- Equivalent to one A' Level

**Exam Board: Pearsons**

**Course description:** This qualification is designed to equip candidates with skills, knowledge and understanding of the Engineering sector.

There are three mandatory units, one internal and two external. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

| Unit Number   | Unit Title   | GLH | Type                 | Assessment |
|---|--|-----|----------------------|------------|
| Mandatory units – learners complete and achieve all units |  |     |                      |            |
| 1   | Engineering Principles                             | 120 | Mandatory            | External   |
| 2   | Delivery of Engineering Processes Safely as a Team | 60  | Mandatory            | Internal   |
| 3   | Engineering Product Design and Manufacture         | 120 | Mandatory & Synoptic | External   |
| Optional Unit - learners complete 1 unit                  |  |     |                      |            |
| 9   | Work Experience in the Engineering Sector          | 60  | Optional             | Internal   |



Name: **Thomas Kelly-Watt**  
 Primary School: **St Malachy's, Drummullan**  
 Secondary School: **Holy Trinity College, Cookstown**

**Post 16 subjects:** Sports Studies, Agriculture, Engineering

My time at Holy Trinity College has been a memorable and rewarding experience. I have particularly enjoyed Years 11, 12 and 13; whilst the work has gotten harder, time spent here has been more enjoyable and I have made some life-long friendships. At the end of Year 12 I achieved 10 GCSEs ranging from A to C grade. I really appreciate the teachers who have helped me along the way, guiding me through this journey. One of my most memorable times at Holy Trinity was when I won a Gaelic football Minor Championship title.

I decided to return to Holy Trinity and complete my A' Levels and have thoroughly enjoyed these last 2 years. I have experienced a variety of events throughout my school life, which I will cherish in the years to come. I hope to further my studies at the Ulster University in Jordanstown.

## National Extended Certificate in Information Technology (Pearson BTEC Level 3)

• Equivalent to one A' Level

**Course Description:** This qualification is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT. The four units are studied over the two years, 3 of the units are mandatory and 2 are externally assessed. This course is studied over 360 Guided Learning hours and as is equivalent in size to one A Level. The table opposite shows the names of the Units for the Extended Certificate (1 A Level)

### 2 exams and 2 controlled assessments

| Unit Number | Unit Title                             | Marks                       | Assessment      |
|-------------|--|-----------------------------|-----------------|
| Unit 1      | Information Technology Systems         | Exam - 30% - 2 hour         | January Year 14 |
| Unit 2      | Creating Systems to Manage Information | Exam - 25% - 5 hour         | May Year 13     |
| Unit 3      | Using Social Media in Business         | Controlled Assessment - 25% | Year 13         |
| Unit 6      | Website Development                    | Controlled Assessment - 20% | Year 13         |

## BTEC Level 3 Diploma in Information Technology

\*Equivalent to two A' Levels

### Year 13 - 2 exams and 2 controlled assessments

| Unit Number | Unit Title                             | Marks                       |
|-------------|--|-----------------------------|
| Unit 1      | Information Technology Systems         | Exam - 30%- 2 hours         |
| Unit 2      | Creating Systems to Manage Information | Exam - 25% - 5 hours        |
| Unit 3      | Using Social Media in Business         | Controlled Assessment - 25% |
| Unit 6      | Website Development                    | Controlled Assessment - 20% |

### Year 13 - 2 exams and 2 controlled assessments

| Unit Number | Unit Title                             | Marks                       |
|-------------|--|-----------------------------|
| Unit 4      | Programming                            | Controlled Assessment - 25% |
| Unit 5      | Data Modelling                         | Controlled Assessment - 20% |
| Unit 9      | IT Project Management                  | Controlled Assessment - 25% |
| Unit 11     | Cyber Security and Incident Management | Exam - 30% - 9 hours        |





# GCE Life & Health Sciences

**Course description:** The CCEA GCE Life and Health Sciences specification was developed with industry in response to the needs of the growing life and health sciences sector in Northern Ireland. Life and Health Science related industries make up over 25% of Northern Ireland's total economic output and include a diverse range of public and private businesses and employment opportunities, including pharmaceutical, chemical, agricultural, dental, nursing, environmental and allied health professions. This specification is available at two levels: AS and A2 (Single Award). Students can take the AS units plus the A2 units for a full GCE A level qualification. They can also choose to take the AS course as a stand-alone qualification.

**For a full GCE Award qualification 6 units are required: three at AS level and three at A2.**

## AS Double Award Units (all compulsory):

- Unit AS 1: Experimental Techniques (portfolio)
- Unit AS 2: Human Body Systems (external exam)
- Unit AS 3: Aspects of Physical Chemistry in Industrial Processes (external exam)

## A2 Double Award Units:

- Unit A2 1: Scientific Method, Investigation, Analysis and Evaluation (compulsory portfolio)
- Unit A2 2: Organic Chemistry

## Two from:

- Unit A2 3: Medical Physics (external exam)
- Unit A2 4: Sound and Light (external exam)
- Unit A2 5: Genetics, Stem Cell Research and Cloning (external exam)

## Two from:

- Unit A2 6: Microbiology (portfolio)
- Unit A2 7: Oral Health & Dentistry (portfolio)
- Unit A2 8: Histology & Pathology (portfolio)
- Unit A2 9: Analytical Chemistry Techniques (portfolio)
- Unit A2 10: Enabling Technology (portfolio)

## The specification aims to encourage students to:

- Develop their interest in and enthusiasm for science;
- Appreciate how the sciences contribute to the success of the economy and society
- Develop competence in a range of practical, mathematical and problem-solving skills;
- Develop and demonstrate a deeper appreciation of how science works;
- Develop essential knowledge and understanding of different areas of the subject;
- Develop advanced study skills that help them prepare for higher education.

# Media

## BTEC Level 3 National Extended Certificate in Creative Digital Media Production (NQF)

- Equivalent to one A' Level

Exam Board: Edexcel

**Course description:** This qualification is designed to recognise candidates' skills, knowledge and understanding of the media sector. There are three mandatory units to be completed over the two year period.

Candidates studying Level 3 in Media advance their knowledge of the media market even further, gaining the skills required for a career in the industry.

The specialist units support candidates who want to pursue specific areas of interest in writing, publishing, designing print media and photography.

Overall candidates develop an excellent understanding of the challenges and rewards of a career in Media. Each of the units are graded pass, merit or distinction.

| UNIT | CONTENT                     | ASSESSMENT |
|------|-----------------------------|------------|
| 1    | Media Representations       | Exam       |
| 4    | Pre-Production Portfolio    | Portfolio  |
| 8    | Responding to a Commission  | Exam       |
| 11   | Digital Magazine Production | Portfolio  |

# Music

## BTEC Level 3 National Foundation Diploma in Music

- Equivalent to 1.5 A' Levels

## BTEC Level 3 National Certificate in Performing Arts

- Equivalent to AS Level (0.5 A-Level)

**Course description:** A highly practical and creatively demanding performance-based course which develops professional standard group performance skills (including technical and composition skills) combined with insight into the music and music production industries. It is assessed through practical course work with no exams and includes numerous performance opportunities at various venues both within the college and externally.

## BTEC Level 3 National Foundation Diploma in Music Assessment Units:

| Learning and Teaching Modules        | Related Assessment Units  | Marks          |
|--------------------------------------|---|----------------|
| A Music Skills Development – 450 GLH | A1 Performing as an ensemble<br>A2 Creating musical material<br>A3 Using musical styles | FD<br>FD<br>FD |
| C The Music Industry – 90 GLH        | C7 Planning a career in the industry  | FD             |

## BTEC Level 3 National Certificate in Performing Arts- Assessment Units:

**2 units, both mandatory, of which 1 is external. Mandatory content (100%). External assessment (50%).**

| Unit (number and title)                                 | Unit Size (GLH) | Certificate (180 GLH) |
|---|-----------------|-----------------------|
| 1 Investigating Practitioners' Work                     | 90              | M                     |
| 2 Developing Skills and Techniques for Live Performance | 90              | M                     |



# Sports Studies

## BTEC Level 3 Sport Studies

### BTEC Level 3 National Diploma in Sports Coaching and Development

Exam Board: Edexcel

• Equivalent to one or two A' Levels

The two courses on offer are:

#### Pearson BTEC Level 3 National Extended Certificate in Sports Coaching

This awards 60 credits and has 360 guided learning hours (GLH). It consists of three mandatory units plus one mandatory specialist unit plus optional units that provide for a combined total of 60 credits (where at least 45 must be at level 3 or above).

**Course description:** The BTEC qualifications in this specification are designed to provide highly specialist, work related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. These qualifications accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations.

The qualifications provide career development

#### OPTIONAL UNITS

| UNIT | MANDATORY UNITS (8 must be taken from:)                      | CREDIT | LEVEL |
|------|--|--------|-------|
| 8    | Practical Team Sports*                                       | 10     | 3     |
| 9    | Practical Individual Sports*                                 | 10     | 3     |
| 10   | Outdoor and Adventurous Activities                           | 10     | 3     |
| 11   | Sports Nutrition   | 10     | 3     |
| 12   | Current Issues in Sport                                      | 10     | 3     |
| 13   | Leadership in Sport  | 10     | 3     |
| 14   | Exercise, Health and Lifestyle                               | 10     | 3     |
| 15   | Instructing Physical Activity and Exercise                   | 10     | 3     |
| 16   | Exercise for Specific Groups                                 | 10     | 3     |
| 17   | Psychology for Sports Performance                            | 10     | 3     |
| 18   | Sports Injuries  | 10     | 3     |
| 19   | Analysis of Sports Performance                               | 10     | 3     |
| 20   | Talent Identification and Development in Sport               | 10     | 3     |
| 21   | Sport and Exercise Massage                                   | 10     | 3     |
| 22   | Rules, Regulations and Officiating in Sport                  | 10     | 3     |
| 23   | Organising Sports Events                                     | 10     | 3     |
| 24   | Physical Education and the Care of Children and Young People | 10     | 3     |
| 25   | Sport as a Business  | 10     | 3     |
| 26   | Work Experience in Sport                                     | 10     | 3     |



opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions. The BTEC qualifications in this specification provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate.

They are supported by the relevant Sector Skills Councils (SSCs) and/or Standards Setting Bodies (SSBs). Certain BTEC qualifications are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract UCAS points that equate to similar-sized general qualifications within education institutions within the UK. On successful completion of a BTEC level 3 qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.

#### MANDATORY UNITS

| UNIT | MANDATORY UNITS (8 must be taken from:)       | CREDIT | LEVEL |
|------|---|--------|-------|
| 1    | Principles of Anatomy and Physiology in Sport | 2      | 2     |
| 2    | The Physiology of Fitness                     | 2      | 2     |
| 3    | Assessing Risk in Sport                       | 2      | 2     |
| 4    | Fitness Training and Programming              | 2      | 2     |
| 5    | Sports Coaching                               | 2      | 2     |
| 6    | Sports Development                            | 2      | 2     |
| 7    | Fitness Testing for Sport and Exercise        | 2      | 2     |
| 8    | Practical Team Sports*                        | 2      | 2     |
| 9    | Practical Individual Sports*                  | 2      | 2     |

\*Learners must select one of these units (Unit 8 or Unit 9) as a mandatory unit, and may select the other as an optional unit



# Travel & Tourism

(Pearson BTEC Level 3 National Extended Certificate)

- Equivalent to one A' Level

Exam Board: Pearson

**Course description:** This course is a 4 unit Level 3 National Extended Certificate in Travel and Tourism which is equivalent to one A Level. Two units are studied in Year 13 and 2 Units in Year 14. The units are graded Pass, Merit and Distinction. There are two external examinations. The other two units are internally assessed by the Centre and externally moderated by Pearson. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

## YEAR 13 MODULES

|   |           |
|---|-----------|
| The World of Travel and Tourism               | Exam      |
| Principles of Marketing in Travel and Tourism | Portfolio |

## YEAR 14 MODULES

|                     |           |
|---------------------|-----------|
| Global Destinations | Exam      |
| Visitor Attractions | Portfolio |



Name: **Tia McCrory**  
 Primary School: **Lissan Primary School**  
 Secondary school: **Holy Trinity College, Cookstown**  
 Age: **18**

**Post 16 subjects:** English Literature, Psychology, Business Studies

I studied at Holy Trinity College from September 2018 to June 2025. I achieved 9 A-B grades at GCSE. I returned to Holy Trinity College to complete my A Levels because of the wide variety of subjects to choose from. As I wasn't sure what I would like to do for a career, this was a great opportunity to decide what I could see myself doing in the future. There are many different extracurricular activities to enjoy at Holy Trinity College. In December 2024, during our schools production of Frozen, I was a part of backstage management which gave me the opportunity to meet and get to know people from other year groups. I also took part in the NI Business School Challenge, where our school placed 2nd. I have really enjoyed the past 7 years at Holy Trinity College, and wish to head to South West College or Belfast Met to further my education.



# Construction and the Built Environment

(Pearson BTEC Level 3 National Extended Certificate)

- Equivalent to one A' Level

Exam Board: Pearson

**Course description:** This qualification is designed to equip candidates with skills, knowledge and understanding of the Construction Industry (4 Units over 2-year course).

**Mandatory units:** There are four mandatory units, two internal and two external. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

| Unit Number   | Unit Title                        | GLH | Type                 | Assessment |
|---|-----------------------------------|-----|----------------------|------------|
| Mandatory units group A – learners complete and achieve all units |                                   |     |                      |            |
| 1   | Construction Principles           | 120 | Mandatory            | External   |
| 2   | Construction Design               | 120 | Mandatory & Synoptic | External   |
| Mandatory units group B – learners complete all units             |                                   |     |                      |            |
| 4   | Construction Technolog            | 60  | Mandatory            | Internal   |
| 5   | Health and Safety in Construction | 60  | Mandatory            | Internal   |



## Ski Trip 2025



## Extra Pair of Hands Project



This Project aims to support junior pupils in the classroom in a variety of subjects, to acquire skills, to gain confidence, to improve self-esteem and to fulfil potential. The Project also seeks to provide assistance to class teachers who can avail of this as an extra teaching resource in the classroom.

The Project gives our Post 16 students the opportunity to help and support junior pupils and at the same time enhancing their skills as young adults in today's society. This year the Year 13 students will have an opportunity to achieve their Millennium Volunteers Award as part of the Extra Pair of Hands Project.

## Formal



## Enrichment Programmes at HTC

At Holy Trinity College students are encouraged to develop their creative and expressive talents through extra-curricular activities and our extensive range of enrichment courses.

**These include:** Golf, Horse Riding, Driving Lessons, Cookery Classes, Fitness Suite, Mentoring Programme, Paired Reading Programme, Cross Country events, Digital Photography, Drama and Music, ECDL, First Aid Certificate, Lourdes Pilgrimage, Outdoor Adventure Activities, Friends of Africa, Heartstart, Kenya, London, Dubai, France, Ski Trip, Sports Coaching, Work Experience, Retreats, Web Design & Photoshop and many more...

## Spirit of Paul McGirr - Zambia 2024



## Senior Prefect Leadership Team 2024-2025



*Meadhbh Campbell, Carla McCullagh, Taylor Darragh, Edan McCartney, Miriam Vilhete, Ciara O Kane, Brianna Vincent, Estefania Valadares, Conan Gilligan, Leah Foster, Emily McGerr, Saoirse Quinn, Tia McCrory, Donica Ryan, Aoife Doris, Aimee Taylor, Emily Conlon, Abbie McKinless, Nicole Morgan, Amy Lee C. Wilkinson, Thomas K. Watt, Dylan O Hagan, Cormac Mallon, Kaela Foster, Jerala Alves*



# EMPLOYMENT PROJECTIONS

# SUBJECTS IN DEMAND

## Top 10 growth sectors (2023-2033)



- 1 Health & social work
- 2 Professional, scientific & technical
- 3 Information & communication
- 4 Construction
- 5 Manufacturing
- 6 Restaurants & hotels
- 7 Transport & storage
- 8 Administrative & support services
- 9 Other service activities
- 10 Finance & insurance

## Top 10 growth occupations (2023-2033)



- 1 Care workers and home carers
- 2 Other nursing professionals
- 3 Programmers and software development professionals
- 4 Kitchen and catering assistants
- 5 Large goods vehicle drivers
- 6 Teaching assistants
- 7 Chefs
- 8 Electricians and electrical fitters
- 9 Metal working production and maintenance fitters
- 10 Nursing auxiliaries and assistants

STEAM related subjects will be in most demand reflecting the anticipated growth in science subjects, technology, engineering, arts, and mathematics. STEAM qualifications will also be demanded by a wider range of sectors across the economy.

## More people needed with degrees in:



## More people needed with foundation degree (or equivalent) in:



There will be growth opportunities for all skills levels across a range of sectors and occupations - the focus will be predominantly on higher level skills.

The subjects are listed in priority order of demand.



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