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
Principal’s Welcome

Dear Student

I am delighted to present the Sixth Form Prospectus for Holy Trinity College. I hope you find it helpful in your decision-making process to continue your Post 16 Studies within a culture where students 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 subjects 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 is facilitated by highly motivated and dedicated staff, as well as high quality Careers advice and guidance. The College has invested in expertise and technology, with learning and teaching enhanced via the use of chromebooks and touchscreen technology. The vast range of extra-curricular activities on offer are designed to match student interests, talents and skills, ranging from highly acclaimed musical performances to artistic designs, software designers, charity fundraising, student council, mental health ambassadors, Pope John Paul II leaders, literacy & numeracy KS3 peers, business entrepreneurs and so much more. Sporting activities play a major role in the College for both girls and boys. This year alone, the U-19 Girls reached the Quarter Final of the Ulster Post-Primary Schools, whilst the MacRory Team are seeking their first ever MacRory Cup victory in February 2023, in this, their second successive year to reach the prestigious Danske Bank U-19 MacRory Cup Final. 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. 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 with you the opportunities available in our expanding Sixth Form. 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. We invite you to be part of our growing success in promoting ‘Inspiration, Innovation and Excellence’.

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

Mrs Isabel Russell

Principal
**Entrance Criteria**

**Selection Criteria**
A Level Courses: students must have a minimum of 6 GCSEs at grade C or above.

GCE Applied/BTEC Nationals Courses: students must have a minimum of 4 GCSEs at grade C or above.

*(Please refer to subject content)*

Students must clearly demonstrate previous good attitudes to learning commensurate with the high standards of Holy Trinity College. This includes a very good attendance record, a record of good behaviour and a good academic work ethic. Information on SIMS will be accessed prior to student interviews and will be taken into consideration when making the final decision on Post 16 entry. The Principal, on behalf of the Board of Governors, will determine the standards expected. Students who are applying from other schools will be required to bring with them to interview, recent School Reports 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 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 School 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 C3K 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 McAdoo.

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 Church, 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.

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

- Wallaces, 29 William St., Cookstown BT80 8AX (Tel: 028 8676 2331)
- Frank McGirr’s Menswear and Mecca Boutique, 27A, The Square, Coalisland (Tel: 028 8774 9752)

Following student, parent and staff consultation alongside Board of Governor approval, there will be a number of changes to Post 16 Uniform for September 2023.

The changes are:
- Bottle green blazer
- Forest green jumper with red v neck stripe.

**PE Uniform Stockist:**

Intersport, 16 William St., Cookstown (Tel: 028 8675 8886)

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**Head Girl**

**Rachel’s Letter:**

My name is Rachel Bradley and it was an honour to be appointed the position of Head Girl of Holy Trinity College.

Currently, I am studying Biology, Maths and Health and Social Care for A Level, with the hopes of studying Pharmaceutical Sciences at Queen’s University Belfast. The staff here at HTC are extremely supportive and have motivated me to achieve my goals throughout my time here. They make the effort to ensure that every pupil works to the best of their ability and reaches their full potential.

The role of Head Girl has presented me with a variety of different opportunities and experiences within the school community. These opportunities have enabled me to develop new skills and qualities that I will be able to carry with me into my future and apply to my everyday life. Having the role of Head Girl has made me a more mature and responsible person, and enhanced my hard-working and dedicated attitude. A huge part of this role is to work as part of a team and cooperate with other people. This is especially important when working with teams such as the Senior Prefect Team and the School Council, which requires good communication and teamwork skills.

Not long ago, I was in the same position as you where I had to make important decisions regarding my education and my potential career. Holy Trinity College offers a wide range of subjects to choose from, in order to help build the pathway for your future. My best advice would be to take your time when considering your options and do not hesitate to ask staff members or current students for help.

Post 16 is an extremely important and exciting part of your time in Holy Trinity College as it is when you will be given the opportunity to research your future career pathways, just as I have researched mine into Pharmaceutical Sciences. It took a lot of personal time and dedication to carry out the research and narrow it down to the courses I felt were best suited to me. In order to aid you in the process of choosing your courses, there is an excellent careers department available to provide you with any information you need. The teachers in the careers department will be able to assist with the UCAS process and prepare you for the next step after leaving school.

There has always been a positive atmosphere between the students and teachers throughout my time in Sixth Form. This has helped me enjoy every aspect of school and allowed me to make unforgettable memories. I advise you to put in the hard work for the last two years at Holy Trinity so that you can reach your full potential and achieve your goals. However, please cherish your final school years and don’t forget to enjoy your journey. I wish you all the best of success in Post 16 study here at Holy Trinity College.

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**Head Boy**

**Padraig’s Letter:**

My name is Padraig Kelly and being appointed head boy at Holy Trinity College has been an honour and a very proud moment of my school life. I am studying Double Award UHL and Health Science and Engineering during my time here in 6th Form. Being given the role of Head Boy has helped me grow as a person both in school and out. It has allowed me to expand my leadership skills, by guiding a team of deputys and prefects, my organisational skills, by aiding in many school events and also my teamwork skills by being able to take on advice both from teachers and students. It wasn’t long ago that I was sitting down with my parents and teachers to see what path I would take in relation to my GCSE choices. I know that during this time the teachers were a tremendous help and more than happy to offer advice and assistance. They always had my best interests in mind. If I had to give any advice to students struggling picking their GCSE subjects, I would say don’t be afraid to ask for help and advice from the relevant teachers in the school because they are all more than happy to help in any way possible.

Post 16 was a new and exciting time in my school life, but it was also challenging. I believe that with the help of my teachers, my studies have been made easier and have ensured a smoother transition from GCSE. Year 14 is a very important year as it is when you will make your UCAS choices. Here in school the careers department are more than helpful when choosing your future pathway.

Although Post 16 can be a challenging time, from my experience everyone is supportive as they are going through the same difficulties. Post 16 has allowed me to grow my existing relationships and also make new friendships that will last a lifetime. Enjoy every second of your school experience because as you’ve heard a million times, it is the best time of your life
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 at 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.

Education Maintenance Allowance (EMA) 2023-2024

This Allowance will be available from the beginning of the academic year 2022-2023 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.
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)

Subject Pathways

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.

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

Courses on Offer at Post 16 at Holy Trinity College

<table>
<thead>
<tr>
<th>A’ Level Subjects</th>
<th>Applied GCE Subjects (Single Award)</th>
<th>Applied GCE Subjects (Double Award)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>BTEC Agricuture</td>
<td>Art &amp; Design</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Business</td>
<td>Business</td>
</tr>
<tr>
<td>Engineering</td>
<td>Health &amp; Social Care</td>
<td>Health &amp; Social Care</td>
</tr>
<tr>
<td>English Literature</td>
<td>Information Technology</td>
<td>Music (Performing)</td>
</tr>
<tr>
<td>French</td>
<td>Media</td>
<td>Health &amp; Life Science</td>
</tr>
<tr>
<td>Geography</td>
<td>Travel &amp; Tourism</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Sports Studies</td>
<td>Sports Studies</td>
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<tr>
<td>Modern History</td>
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<tr>
<td>Moving Image Art</td>
<td></td>
<td></td>
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<tr>
<td>Physical Education</td>
<td></td>
<td></td>
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<tr>
<td>Psychology</td>
<td></td>
<td></td>
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<tr>
<td>Religious Studies</td>
<td></td>
<td></td>
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<tr>
<td>Sociology</td>
<td></td>
<td></td>
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<tr>
<td>Technology &amp; Design</td>
<td></td>
<td></td>
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<tr>
<td>Physics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Structure of Post-16 Courses

Advanced Subsidiary (AS Level)

Under the new examination arrangements, 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.

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 AS 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.

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### 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.

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<table>
<thead>
<tr>
<th>UNIT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 1</td>
<td>Molecules and Cells</td>
</tr>
<tr>
<td>AS 2</td>
<td>Organisms and Biodiversity</td>
</tr>
<tr>
<td>AS 3</td>
<td>Practical Skills in AS Biology</td>
</tr>
<tr>
<td>A2 1</td>
<td>Physiology, Co-ordination and Control, and Ecosystems</td>
</tr>
<tr>
<td>A2 2</td>
<td>Biochemistry, Genetics and Evolutionary Trends</td>
</tr>
<tr>
<td>A2 3</td>
<td>Practical Skills in Biology</td>
</tr>
</tbody>
</table>

**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:** 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.

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<thead>
<tr>
<th>UNIT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 1</td>
<td>Basic concepts in Physical and Inorganic Chemistry</td>
</tr>
<tr>
<td>AS 2</td>
<td>Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry</td>
</tr>
<tr>
<td>AS 3</td>
<td>Basic Practical Assessment</td>
</tr>
<tr>
<td>A2 1</td>
<td>Further Physical and Organic Chemistry</td>
</tr>
<tr>
<td>A2 2</td>
<td>Analytical, Transition metals, Electrochemistry and further Organic Nitrogen Chemistry</td>
</tr>
<tr>
<td>A2 3</td>
<td>Further Practical Assessment</td>
</tr>
</tbody>
</table>

**Chemistry - A’ Level**
*Equivalent to one A’ Level*

**Exam Board: CCEA**

**Course description:** Chemistry 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.

**UNIT**  
**DESCRIPTION**

| AS 1 | Basic concepts in Physical and Inorganic Chemistry |
| AS 2 | Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry |
| AS 3 | Basic Practical Assessment |
| A2 1 | Further Physical and Organic Chemistry |
| A2 2 | Analytical, Transition metals, Electrochemistry and further Organic Nitrogen Chemistry |
| A2 3 | Further Practical Assessment |

**Career pathway:** Study of AS and A2 Chemistry can lead to all Science and Medical based degree courses. Chemistry 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 further study include: Chemical Engineering, Pharmacy, Teaching, Biochemistry etc.
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.

<table>
<thead>
<tr>
<th>COMPONENT CODE</th>
<th>TITLE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Drama and Poetry Pre-1900 External Exam</td>
</tr>
<tr>
<td>02</td>
<td>Comparative and Contextual Study External Exam</td>
</tr>
<tr>
<td>03</td>
<td>Literature Post-1900 Two internally assessed assignments.</td>
</tr>
</tbody>
</table>

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.

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

"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 workplace and courses in higher education, Mathematics A Level opens a whole world of career possibilities.


SUMMARY OF UNIT CONTENT:

UNIT A21 Pure
- Algebra and functions
- Coordinate geometry/Circles
- Binomial expansion
- Trigonometry (no radians)
- Exponentials and logarithms
- Differentiation
- Integration
- Vectors
- UNIT A22 Applied
- Kinematics (incl i j vectors)
- Forces and Newton’s laws
- Sampling
- Data presentation/interpret
- Probability
- Statistical distributions

UNIT AS1 Pure
- Algebra and functions
- Coordinate geometry
- Sequences and series
- Trigonometry
- Differentiation
- Integration
- Numerical methods

UNIT AS2 Applied
- Kinematics
- Moments
- Impulse and momentum
- Probability
- Statistical distributions
- Hypothesis testing

Modern History

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
- Russia 1914-1941
- Clash of Ideologies (Europe) 1900-2000
- Partition of Ireland 1900 – 1925

AS2: Study of significant individuals, societies, events, developments and issues.
- Germany 1919 – 1945
- Russia 1914-1941
- Clash of Ideologies (Europe) 1900-2000
- Partition of Ireland 1900 – 1925

A21: Study of Russia before Communism, Communism outside the USSR and their opponents.
- Germany 1919 – 1945
- Russia 1914-1941
- Clash of Ideologies (Europe) 1900-2000
- Partition of Ireland 1900 – 1925

A22: Examination containing source based and essay type Questions.
- Germany 1919 – 1945
- Russia 1914-1941
- Clash of Ideologies (Europe) 1900-2000
- Partition of Ireland 1900 – 1925

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

Name: Fionn McCluskey
Primary School: St. Mary’s Primary School Carland
Secondary school: Holy Trinity College

Post 16 subjects: Business Studies, ICT and Travel and Tourism.

September 2016 marked my beginning at Holy Trinity. All nine of my GCSEs, which I took at Holy Trinity College over the last 7 years, were passed.

I quickly decided that I wanted to go back and finish upper sixth at the College after having a positive junior school and GCSE experience. I carefully considered my options before deciding on Business Studies, ICT and Travel and Tourism as my post-16 courses of study. Prior to applying, I had a general understanding of the courses because I liked Business Studies and ICT at GCSE level, and the handouts outlining each individual subject on offer sounded interesting. I had a terrific experience learning everything there is about business studies and working on my coursework document constantly, which helped me achieve a distinction in my coursework module.

The superb teaching team at my school helped me achieve my goal of earning a distinction and two merits in my A-Levels this year. In September I hope to be attending Ulster University to study film production or marketing.
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. You should be interested, stimulated, enjoyed and have a bit of fun.

Minimum of C* in GCSE Maths

Minimum of Grade B in English language or literature


AS Level Psychology (1 year)

<table>
<thead>
<tr>
<th>UNIT</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS1</td>
<td>1 ½ hour examination in May of Year 13 - 60% AS Level</td>
</tr>
<tr>
<td>AS2</td>
<td>1 ½ hour examination in May of Year 13 - 90% AS Level</td>
</tr>
</tbody>
</table>

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


AS Level Sociology (1 year)

<table>
<thead>
<tr>
<th>UNIT</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS1</td>
<td>1 ½ hour examination in May of Year 13 - 50% AS Level</td>
</tr>
<tr>
<td>AS2</td>
<td>1 ½ hour examination in May of Year 13 - 50% AS Level</td>
</tr>
</tbody>
</table>


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)

<table>
<thead>
<tr>
<th>UNIT</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS2</td>
<td>Research Methods and Topics in Sociology: Research Methods. Families and Households.</td>
</tr>
</tbody>
</table>

A2 Level Sociology (2 years)

<table>
<thead>
<tr>
<th>UNIT</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2 3</td>
<td>Crime and Deviance with Theory and Methods: Crime and Deviance. Theory and Methods</td>
</tr>
</tbody>
</table>

*Performance in AS Sociology does not contribute to A Level grade.
Religious Education

• Equivalent to one A’ Level
Exams 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 x 4 units in total. The AS Units make up 40% of the full A’ Level and the A2 Units make up 60%.

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Title</th>
<th>GLH</th>
<th>Type</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional Working Responsibilities</td>
<td>120</td>
<td>Mandatory</td>
<td>External</td>
</tr>
<tr>
<td>2</td>
<td>Applied Agriculture Farming Practice</td>
<td>120</td>
<td>Mandatory Synoptic</td>
<td>Internal</td>
</tr>
<tr>
<td>3</td>
<td>Work Experience in the Land-based Sectors</td>
<td>60</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>4</td>
<td>Estate Skills</td>
<td>60</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>5</td>
<td>Land-based Machinery Operations</td>
<td>60</td>
<td>Optional</td>
<td>Internal</td>
</tr>
</tbody>
</table>

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.

Agriculture

BTEC National

• Equivalent to one A’ Level
Exams Board: Pearson

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

<table>
<thead>
<tr>
<th>Unit Number</th>
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<th>GLH</th>
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</tr>
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<tbody>
<tr>
<td>1</td>
<td>Professional Working Responsibilities</td>
<td>120</td>
<td>Mandatory</td>
<td>External</td>
</tr>
<tr>
<td>28</td>
<td>Applied Agriculture Farming Practice</td>
<td>120</td>
<td>Mandatory Synoptic</td>
<td>Internal</td>
</tr>
<tr>
<td>4</td>
<td>Work Experience in the Land-based Sectors</td>
<td>60</td>
<td>Mandatory</td>
<td>Internal</td>
</tr>
<tr>
<td>5</td>
<td>Estate Skills</td>
<td>60</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>8</td>
<td>Land-based Machinery Operations</td>
<td>60</td>
<td>Optional</td>
<td>Internal</td>
</tr>
</tbody>
</table>

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

Art & Design

• Equivalent to one or two A’ Levels
Exams 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.

<table>
<thead>
<tr>
<th>Content Overview</th>
<th>Assessment Overview</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal investigation (01)</td>
<td>120 marks non exam assessment (internally assessed and externally moderated)</td>
<td>60% of total A level</td>
</tr>
<tr>
<td>Externally set task (02)</td>
<td>80 marks 15 hours non exam assessment (internally assessed and externally moderated)</td>
<td>40% of total A level</td>
</tr>
</tbody>
</table>

Component 01: Personal investigation

• 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.

Component 02: Externally set task

• 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.
• A response should be based on one of these options.

Art & Design

• Equivalent to one or two A’ Levels
Exams 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.

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Component 02: Externally set task

• 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.
• A response should be based on one of these options.
Business Studies

BTEC Level 3 National Extended Certificate in Business
• Equivalent to one A’ Level

BTEC Level 3 National Diploma in Business
• Equivalent to two A’ Levels

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

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Unit Title</th>
<th>Type</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exploring Business</td>
<td>Mandatory</td>
<td>Internal</td>
</tr>
<tr>
<td>2</td>
<td>Developing a marketing campaign</td>
<td>Mandatory Synoptic</td>
<td>External</td>
</tr>
<tr>
<td>3</td>
<td>Personal and Business Finance</td>
<td>Mandatory</td>
<td>Internal</td>
</tr>
</tbody>
</table>

Optional units – learners complete unit

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Unit Title</th>
<th>Type</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Personal and Business Finance</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>14</td>
<td>Investigating Customer Service</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>22</td>
<td>Market Research</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>23</td>
<td>The English Legal System</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>27</td>
<td>Work Experience in Business</td>
<td>Optional</td>
<td>Internal</td>
</tr>
</tbody>
</table>

External assessment (58%).

2. BTEC Level 3 National Diploma in Business

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.

Mandatory external units – learners complete and achieve all units

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Unit Title</th>
<th>Type</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Developing a marketing campaign</td>
<td>Mandatory Synoptic</td>
<td>External</td>
</tr>
<tr>
<td>3</td>
<td>Personal and Business Finance</td>
<td>Mandatory</td>
<td>External</td>
</tr>
<tr>
<td>6</td>
<td>Principles of Management</td>
<td>Mandatory</td>
<td>External</td>
</tr>
</tbody>
</table>

Mandatory internal units – learners complete all units and achieve at least 2

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Unit Title</th>
<th>Type</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exploring Business</td>
<td>Mandatory</td>
<td>Internal</td>
</tr>
<tr>
<td>4</td>
<td>Managing an Event</td>
<td>Mandatory</td>
<td>Internal</td>
</tr>
<tr>
<td>5</td>
<td>International Business</td>
<td>Mandatory</td>
<td>Internal</td>
</tr>
</tbody>
</table>

Optional units – learners complete 2 units

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Unit Title</th>
<th>Type</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Recruitment and Selection Process</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>9</td>
<td>Team building in Business</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>10</td>
<td>Recording Financial Transactions</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>11</td>
<td>Final Accounts for Public Limited Companies</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>12</td>
<td>Financial Statements for Specific Businesses</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>13</td>
<td>Cost and Management Accounting</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>14</td>
<td>Investigating Customer Service</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>19</td>
<td>Pitching for a New Business</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>21</td>
<td>Investigating Corporate Social Responsibility</td>
<td>Optional</td>
<td>Internal</td>
</tr>
<tr>
<td>22</td>
<td>Market Research</td>
<td>Optional</td>
<td>Internal</td>
</tr>
</tbody>
</table>

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.
Health & Social Care

BTEC Health & Social Care Extended Certificate
• Equivalent to one A’ Level
Total units: 4
3 Mandatory Units PLUS 1 Optional Unit

BTEC Health & Social Care Diploma
Equivalent to two A’ Levels
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.

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

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, 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

Name: Niamh Doris
Primary school: St. Peter’s Primary School Moortown
Secondary school: Holy Trinity College Cookstown
Post 16 subjects: Double Award Life and Health Sciences and Agricultural Studies

I began my studies at Holy Trinity College in September 2016. I achieved 10 GCSE’s graded B-C*. When studying for GCSE I developed a passion for Science, so when it came time to choose my Post-16 subjects, I made the decision to study Double Award Life and Health Sciences. This subject is a mixture of Biology, Chemistry and Physics which can open a variety of doors and can lead to a number of career pathways.

During my Post 16 studies I have received great support and guidance from my teachers. This reflected in my AS Level results as I received an A*. With my science A-Level grades I hope to continue my further education at University. I hope to pursue a career in Speech and Language Therapy while studying at Ulster University Derry or Children and Young People’s Nursing in Queen’s University Belfast.
Engineering

BTEC Level 3 National Certificate in Engineering

- Equivalent to one A' Level

Exam Board: Edexcel

Course description: This qualification is designed to equip candidates with skills, knowledge and understanding of the Engineering sector. As part of this course unit 9 will be work experience where candidates will spend 1 day a week in year 14 with a local engineering company.

There are 3 mandatory units and 1 optional unit to be completed over the two years. The break down is shown in table below:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Assessment</th>
<th>Weight towards final grade</th>
<th>Year of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Engineering Principles</td>
<td>EXTERNAL Exam</td>
<td>25%</td>
<td>Year 13</td>
</tr>
<tr>
<td>2</td>
<td>Delivery of Engineering service safely as a team</td>
<td>INTERNAL PORTFOLIO</td>
<td>12.5%</td>
<td>Year 13</td>
</tr>
<tr>
<td>3</td>
<td>Engineering product design and manufacture</td>
<td>EXTERNAL Exam</td>
<td>25%</td>
<td>Year 14</td>
</tr>
<tr>
<td>9</td>
<td>Work experience in Engineering Sector</td>
<td>INTERNAL PORTFOLIO</td>
<td>12.5%</td>
<td>Year 14</td>
</tr>
</tbody>
</table>

Grades available

<table>
<thead>
<tr>
<th>Grades available</th>
<th>Equivalence at A level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>f</td>
</tr>
<tr>
<td>Merit</td>
<td>c</td>
</tr>
<tr>
<td>Distinction</td>
<td>A</td>
</tr>
<tr>
<td>Distinction*</td>
<td>A*</td>
</tr>
</tbody>
</table>

Name: Leah Currie
Primary School: Phoenix Integrated Primary School
Secondary school: Holy Trinity College

Post 16 subjects: Maths, Physics and ICT.

I first started Holy Trinity College in September 2016. Since then I have gained so many wonderful memories that I will cherish forever.

During my time at Holy Trinity College, I achieved 9 GCSEs A*-B. After achieving these results I knew Holy Trinity College was the right place for me to continue my education and complete my A levels. From the amazing support from each and every teacher and the extra mile they all took to make sure I would succeed, I knew I had chosen the right school. For A levels I decided that Maths, Physics and ICT were the right subjects for me to study. I had a certain career goal in mind and knew I would continue to get the great support I had during my GCSEs through to my A levels.

Now coming to the end of my A levels I can say that I have thoroughly enjoyed these subjects and wouldn’t change it for anything. My teachers were amazing and helped me throughout my ups and downs, and now with these A levels, I hope to continue my road of education at Queen’s University where I will study Astrophysics.
ICT

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).

The table below shows the names of the Units for the Extended Certificate (1 A Level)

<table>
<thead>
<tr>
<th>UNIT (number and titles)</th>
<th>Unit Size (GLN)</th>
<th>Certificate (180 GLN)</th>
<th>Extended Certificate (360 GLN)</th>
<th>Foundation Diploma (510 GLN)</th>
<th>Diploma (720N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Information Technology Systems</td>
<td>120</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>2. Creating Systems to Manage Information</td>
<td>90</td>
<td>M</td>
<td>M</td>
<td>M</td>
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</tr>
<tr>
<td>3. Using Social Media in Business</td>
<td>90</td>
<td>M</td>
<td>M</td>
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</tr>
<tr>
<td>4. Programming</td>
<td>90</td>
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<tr>
<td>5. Data Modelling</td>
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<td>O</td>
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<tr>
<td>6. Website Development</td>
<td>60</td>
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<tr>
<td>7. Mobile Apps Development</td>
<td>60</td>
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<tr>
<td>8. Computer Games Development</td>
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<tr>
<td>9. IT Project Management</td>
<td>90</td>
<td>M</td>
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<tr>
<td>10. Big Data and Business Analytics</td>
<td>60</td>
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<td>11. Cyber Security and Incident Management</td>
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<td>12. IT Technical Support and Management</td>
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<td>13. Software Testing</td>
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<td>14. IT Service Delivery</td>
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<td>15. Customising and Integrating Applications</td>
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<td>16. Cloud Storage and Collaboration Tools</td>
<td>60</td>
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<tr>
<td>17. Digital 2D and 3D Graphics</td>
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<td>O</td>
<td>O</td>
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<tr>
<td>18. Digital Animation and Effects</td>
<td>60</td>
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<td>O</td>
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<tr>
<td>19. The Internet of Things</td>
<td>60</td>
<td>O</td>
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<tr>
<td>20. Enterprise in IT</td>
<td>60</td>
<td>O</td>
<td>O</td>
<td>O</td>
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</tr>
</tbody>
</table>

KEY

M Mandatory Units
O Optional Units
Media

BTEC Level 3 Subsidiary Diploma in Creative Media Production (Print-Based Media)

• 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.

Music (Performing)

BTEC Level 3 Diploma • Equivalent to two A’ Levels

Exam Board: Edexcel

Course description: This is a vocational qualification in Music which allows pupils to develop their practical music skills as well as enhance their knowledge of music theory, musical genres and skills associated with the music industry. Completion of GCSE Music is not necessary to embark on the course but it would be beneficial. Practical skills in Music are essential.

Pupils will complete 12 units over the two year course. Mandatory units include: Music and Society; Major Music Project; The Sound and Music Industry. Optional choices include: Pop Music in Practice; Solo Music Performance Skills; Music Theory and Harmony.

Career pathway: Music can help develop social and teamwork skills which employers would find attractive in the highly competitive workplace. In fact skills developed in music can be used in a variety of different jobs. Although many students who take music after GCSE go on to pursue specific musical careers, such as Sound Engineering, Teaching or Music Therapy, it is also an advantage for any career in the performing arts. It is worth noting that the value of musical study is often recognised as an advantage by Colleges and Universities interviewing pupils for other non-musical courses.

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 and Double 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 Double Award qualification 12 units are required: six at AS level and six 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)
• Unit AS 4: Brain Science (portfolio)
• Unit AS 5: Material Science (external exam)
• Unit AS 6: Medicine, Drugs and Clinical Trials (portfolio)

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.

UNIT | TITLE | ASSESSMENT
--- | --- | ---
1 | Pre-Production Techniques for the Creative Media Industries | Portfolio
2 | Communication Skills for Creative Media Production | Portfolio
3 | Research Techniques for the Creative Media Industries | Portfolio
11 | Understanding the Print-Based Media Industries | Portfolio
50 | Writing Copy | Portfolio
51 | Page Layout and Design | Portfolio
57 | Photography and Photographic Practice | Portfolio

Holy Trinity College, Cookstown | Prospectus 2023/2024
Sports Studies

(BTEC Level 3 Sport Studies)

Exam Board: Edexcel

The two courses on offer are:

Pearson BTEC Level 3 Subsidiary Diploma in Sport CFJ89 (Broadly Equiv. to 1 A-Level)
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 credits must be at level 3 or above).

Pearson BTEC Level 3 Diploma in Sport (Development, Coaching and Fitness) CFJ91 (Broadly Equiv. to 2 A-Levels).
This awards 120 credits and has 720 guided learning hours (GLH). It consists of eight mandatory units plus optional units that provide for a combined total of 120 credits (where at least 90 credits 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 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.

OPTIONAL UNITS

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

MANDATORY UNITS

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

*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.
Make-Up Techniques
VTCT Level 3 Diploma in Beauty Make-up Techniques

The VTCT Level 3 Diploma in Beauty Make-up Techniques is a technical level qualification aimed at 16-18 learners who are in a full-time Level 3 education programme.

What does this qualification cover?
This qualification is based on the national occupational standards for a variety of make-up application techniques and includes all the required elements to work effectively as a make-up artist. Learners must achieve all mandatory units which include:

- Health and safety in the salon
- Client care and consultation
- Photographic make-up
- Anatomy and physiology for make-up services
- Bridal make-up
- Airbrush make-up
- Individual eyelash extensions
- False eyelash application
- Cosmetic make-up science
- Promote and sell products and services

This qualification is designed to provide the learner with the widest range of make-up application processes currently available at level 3. Learners will develop their knowledge and understanding of relevant anatomy and physiology and health and safety. They will also develop the knowledge, understanding and skills to consult with clients, successfully promote and retail products, provide a range of make-up services, as well as gain a deeper understanding of the science of cosmetic application products. In parallel, learners will develop their communication and customer service skills, their awareness of environmental sustainability and their commercial skills, all of which are valued highly by employers. Problem solving and research skills will also be developed.

In addition to completing mandatory units, learners are required to complete three optional units. A variety of optional units are available which include (this list is not exhaustive): deliver a make-up demonstration, hair-up styles for special occasions, Asian bridal make-up, spray tanning, manual tan application, gel polish for nails, design and apply nail art, how to set up a new business, managing a commercial column and social media marketing.

Career Pathways: Learners who achieve this qualification are eligible to become members of the British Association of Beauty Therapy and Cosmetology (BABTAC) or Federation of Holistic Therapists (FHT). As a make-up artist, learners could progress directly into employment in a variety of contexts, which include: commercial salons, spas, independent/self-employed/mobile/home-based settings, cruise liners, photographers assistant, department stores.

Whilst this qualification prepares learners for employment, learners may also progress to a specialist qualification at Level 4 in one or more of the following areas:
- salon management
- advanced face or body make-up

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.

<table>
<thead>
<tr>
<th>YEAR 13 MODULES</th>
<th>YEAR 14 MODULES</th>
</tr>
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<tbody>
<tr>
<td>The World of Travel and Tourism</td>
<td>Global Destinations</td>
</tr>
<tr>
<td>Exam</td>
<td>Exam</td>
</tr>
<tr>
<td>Principles of Marketing in Travel and Tourism</td>
<td>Visitor Attractions</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Portfolio</td>
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</tbody>
</table>

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

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.
Moving Image Arts

• Equivalent to one A' Level

Exam Board: CCEA

Course description: The art of moving images can range from film, television programming, advertising and web streaming and is a medium that resonates with people because of its combination with all other art forms (performance, visual, physical, musical, lyrical and textual). The moving image is a key driver of the creative industries. The rapid growth of digital media technologies has made the creative industries increasingly accessible and attractive to young people. The impact of these developments is being felt within the classroom, where students are seeking opportunities to learn technical skills and express themselves creatively. The A’Level course is designed to help students develop their creative and critical abilities through hands-on learning in the craft of moving image arts.

The table below summarises the structure of the AS and A level courses:

<table>
<thead>
<tr>
<th>UNIT DESCRIPTION</th>
<th>UNIT WEIGHTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 1: Realist and Formalist Techniques and the Classical Hollywood Style - Foundation Portfolio</td>
<td>Students produce: a Statement of Intent; prepare pre-production materials; a 3-4 minute long narrative film sequence or 1½ - 2 minute animation sequence based on provided stimuli; and an evaluation. 60% of AS 24% of A level</td>
</tr>
<tr>
<td>AS 2: Critical Response</td>
<td>Students take a 1 hour 30 minute online examination with questions on clips from set study areas.  • Section A – Alfred Hitchcock and the Classical Hollywood Style  • Section B – Formalism: Early European Cinema and American Expressionism 40% of AS 16% of A level</td>
</tr>
<tr>
<td>A2 1: Creative Production and Research: Advanced Portfolio</td>
<td>Students produce: an illustrated essay; pre-production materials; one 4-7 minute long narrative film or 2-3½ minute long animation; and an evaluation. 36% of A level</td>
</tr>
<tr>
<td>A2 2: Critical Response</td>
<td>Students take a 2 hour 15 minute online examination with questions based on clips from set study areas and an unseen script.  • Section A – Realism: Narrative and Visual Style  • Section B – Creative Exercise  • Section C – Comparative Analysis 24% of A level</td>
</tr>
</tbody>
</table>

Career pathway: Producer, Director, Screenwriter, Art Director, Editor, Actor, Production Designer, Camera Operator, Director of Photography/ Cinematography, Sound Designer.

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 Year 13 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.
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.


Senior Prefect Leadership Team 2022-2023

Back row: Orla Devlin, Maria Corry, Shannon O'Connor, Ian Ryan, Karol McGuigan, Daniella Dias, Niamh Doris
Front row: Leah Currie, Keelan Quinn, Rachel Bradley, Padraig Kelly, Nuala Ferry, Fionn McCluskey
(Lucy Shields missing from pic)

Prize Giving

Sports