



EXCELLENCE • LEARNING • LEADERSHIP

Sixth Form Prospectus

2021-2022



We are a unique community where learning and leadership ensure excellence for all



Principal's Welcome



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Dear Parents,

Welcome to King Richard School. We are a caring, friendly and ambitious 11-18 comprehensive school serving the military communities of the Eastern Sovereign Base Area, Cyprus.

Whether a student is with us for all their secondary education or a shorter period we will work enterprisingly to develop them personally, socially and academically. We have outstanding resources for our young people:-

- Highly qualified, UK trained specialist staff and excellent pupil: teacher ratios
- Attractive, well appointed buildings
- Excellent teaching and learning resources, including enviable ICT facilities and support
- Wide ranging, quality curricular and extra curricular provision

Key to our students' success is a positive and productive relationship between home and school. Together we can make an immense difference to our children's futures. If you need to talk to us we encourage you to do this sooner rather than later. We have well developed pastoral/support systems ensuring whatever the situation or eventuality we can respond quickly.

Our core values of 'Excellence, Learning and Leadership' underpin all that we do and we aim to ensure that learning is outstanding in every lesson, every day. We strongly believe that every learner has a key role to play in their own success and as such we expect our students to work to their maximum potential in a respectful and mature manner.

I look forward to meeting you in the future and if I or any of the staff can help please phone on 00357 2474 8340 or email krs.enquiries@modschools.org

Richard Sproson
Principal - Richard.Sproson@modschools.org

Mrs K Barrow - Head of Sixth Form Welcome

Welcome to the exciting range of subjects and learning opportunities which await you if you make the decision to join us at KRS Sixth Form. You are about to enter a very exciting stage in your education and we are sure you will find this a useful guide to help you make the right decision. Young people who join our Sixth Form benefit from all the opportunities that come from being part of a small and successful Sixth Form. There are many additional opportunities to develop leadership skills, to volunteer and to enhance your employability. If after reading this information you have any further questions please do not hesitate to contact me on 00357 2474 8340 or email on Katie.Barrow@modschools.org



Statement of Entitlement



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King Richard School offers:

- A range of A2 courses
- A range of vocational courses
- A regular review of progress involving teachers, students and parents
- A supportive tutorial system for each student
- Careers advice and guidance
- Access to study room areas
- Fantastic computer and internet facilities
- A fully equipped Learning Resource Centre
- Opportunities for Work Related Learning
- Opportunities in Music, Drama and Sport
- Leadership and responsibility opportunities within the school environment including Head of House and Deputy Head of House
- Involvement with the Model United Nations (debating)
- A wide and varied Post-16 experience for all students



Broaden your Horizons

Alongside your academic courses you will be expected to take the opportunity to broaden your horizons through a range of additional activities. We have expanded our enrichment programme this year to give you the opportunity to develop new skills and interests. One hour per week will be timetabled for enrichment activities as well as some out of hours time. Once you have opted for a course you will be expected to show commitment and attend every session. We currently offer a range of courses that enrich your experience at KRS.

- Paired Reading Scheme
- Extended Project Qualification
- Model United Nations (debating)
- Sports teams
- Fitness training
- Survival Cookery
- Charity work
- Drama productions
- School Band
- Learn a new musical instrument
- Opportunities for work related learning



What is on offer?



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What courses should you take?

This will depend upon your actual GCSE/BTEC results and you will have been guided to a particular pathway during meetings. A minimum of 5 Level 9-5 at GCSE, usually to include English and Mathematics is required. Choosing the correct course is an important decision and one you should make very carefully. You should seek guidance and listen to all the advice you are given.

Pathway 1 4 Level 3 courses (those with level 7,8,9 only).

Pathway 2 3 Level 3 courses (level 5,6,7) or an AS if subjects are offering this and the student is capable.

Pathway 3- Foundation year (those that have not achieved 5 level 5-9) to include GCSE resit plus one of our vocational courses. There could be the opportunity to study one Level 3 subject but will be on a case by case basis.

All pathways have the ability to be bespoke in terms of using 14-19 funding to cater for the individual needs of a student. This can be through an external providers if necessary or to bring a specialist in for a specific niche.

Please do not hesitate to contact the Sixth Form Office on ex 8360 if you have any queries or would like to discuss studying at KRS Sixth Form.

A Level courses

We offer a variety of Advanced (Level 3) courses and you can read about them in a lot more detail later in this prospectus. You must make sure you have the grade requirements before deciding if this path is for you.

Vocational courses

We offer a limited range of Level 2 & 3 Vocational courses. Again your GCSE/BTEC grades will help to decide if these courses are for you. Several options are presented later but these are ever evolving so please check with the school for the latest offering.

Can I chose any subject?

Due to the small size of King Richard School, we aim to give personalised timetables to each individual student. This means that students can choose any of the subjects we offer and we will do our best to fit these into the school timetable. It is important to stress however, that there is no guarantee that all courses will be available if student uptake is low.





Three pillars underpin our sixth form provision at King Richard School:

Curriculum

Our curriculum offer is ambitious and aimed towards achieving academic and vocational excellence. The curriculum is tailored to meet individual needs equipping students with the knowledge, and skills they need to be lifelong learners.

Challenge

Our culture of high aspirations and high expectations enables all students to achieve and make excellent progress. Sixth form students display positive attitudes to learning, are independent, resilient and committed to their success thereby, becoming role models to the wider school.

Community

All students will be provided with opportunities to engage with the wider community and become school ambassadors. During their time in sixth form students will participate in our new and exciting community leadership programme helping them to develop key leadership skills to help them prepare for their next stage of education, employment or training.

Our code of conduct makes clear how we should behave in our community. It has the following aims:

- To allow all students to learn in safety and security.
- To support teaching and learning in the classroom.
- To foster respect for others, for property and the environment.
- To encourage honesty, trust, fairness, tolerance and compassion.
- To encourage and develop self-discipline and self-respect.

- To make a positive contribution to our local community

If students follow our code they will be helping to create a positive and supportive learning environment in which everyone can be successful and have their achievements recognised and rewarded.



As well as timetabled lessons, all sixth form students will have **study periods** and **free periods** identified on their timetables.

Study Periods - Students must register in the study room at the start of the period and use this time to complete work set by their subject teachers. For A Level subjects, the minimum expectation is that for each hour of directed lesson time, students should be spending an additional hour working independently. Teachers will set assignments, further reading and examination questions which must be completed.

The study room also has a subject reference library and students will be encouraged to manage their own learning during this time by reading more widely. This is also excellent preparation for university study and employment.

The routines set out below should be followed by all students to ensure that every individual can study effectively whilst in the study room area. The reason for being part of the sixth form is to achieve excellence in learning. Time in the study room is to be used to complete tasks set by subject teachers, to carry out wider reading and/or research and to complete UCAS forms or any other activity that is relevant to your studies.

Free Periods - Students will also have free periods identified on their timetables. These periods are an opportunity for students to be more independent in terms of managing their time and developing skills, knowledge and experience. During these free periods students will have opportunities to:

- Become subject ambassadors and support departments for example assisting in KS3 lessons.
- Arrange 1:1 meetings with the school's career advisor to plan their next steps
- Develop their personal statement and careers profile via Unifrog (our online careers platform).
- Meet with Heads of Houses to discuss and plan charity events within the community.
- Complete online courses related to their fields of study or career interests for example through Laser Learning. Further details can be obtained via the sixth form tutor team.
- Spend time in the common room/outside learning areas.
- Year 13 students with parental permission will be allowed off site during this free period. This could be for a driving lesson for example. Students must sign in and out of school via the main reception. Use of this time will be monitored and any infringement will result in students losing their free periods.



Career Guidance

King Richard School is proud of its comprehensive individualised Careers Programme for Sixth Form students. The federation based Careers Adviser is an integral part of the school's Sixth Form and helps enable students to develop the knowledge and skills they need to make successful choices and manage transition. It aims to ensure all students achieve their full potential in whatever future career they choose to follow.

It is recognised that individualised guidance needs to be available at specific times of transition and education, and to this end, every Sixth Form student will be supported by individual careers interviews and careers education throughout their studies, as they move towards making decisions about university, gap year options or apprenticeships. An initial interview, in conjunction with the Head of Sixth Form following GCSE/BTEC results, ensures students and parents have an opportunity to fully explore the range of study options open to them. During the Autumn Term the Morrisby Psychometric Careers Profile is offered and funded for all Year 12 students. One to One interviews commence in the Spring Term with follow-up appointments as required. Parents are invited and encouraged to attend these interviews whenever possible.

The school uses a web based careers development tool called Unifrog. As well as being an extensive repository of further and higher educational establishments, it allows students to keep track of their achievements and build their personal statements and CVs. Time is given over during tutor time and SMSC lessons to develop their own portfolio.

In the summer term of Year 12 the students are supported with their UCAS applications to include advice on course choices, personal statements and finance. Help finding relevant work experience can also sometimes be arranged to strengthen a university application. In addition to these activities and whenever possible, ex-pupils are invited into school to talk to students about their jobs, careers and university courses to help give a real life perspective.

The careers library is well stocked and up-to date. It includes a wide range of resources covering apprenticeships, CV writing and interview skills, Further and Higher Education colleges and gap year options.

The Careers Adviser and Head of Sixth Form are available on Results Day to ensure students receive all the help and support to secure their university places.

Will you be applying to University?

You may not be sure if this is the route for you but it is worth considering as you're Level 3 (A Level and BTEC) subject choices can influence the university and the course available to you

The Russell Group universities have now published guidance on the subjects chosen at A level in a document named informed choices (www.russellgroup.ac.uk). They identify the facilitating subjects, which they argue provide a student with more options especially if you wish to study at a Russell Group university.

In addition, the Extended Project Qualification (EPQ), offered at the end of Year 12, is also highly regarded by many universities with some providing a lower offer to students who have a good grade in the EPQ.

Remember, many subjects and courses may require specific subjects at A level too, including medicine, music and art, so ensure your subject choices are the right ones for you and your future.



Designing your Future

As part of the Year 12 programme we visit the HE convention in Nicosia in the Autumn term to provide a first opportunity to consider Higher Education. Surrey and Sussex University present information about course selection, students finance and how to compare universities.

In the Spring Term, students are offered the opportunity to consider their futures post Sixth Form. This involves staying in Manchester city centre with a timetable of valuable activities including attendance at a HE fair with most UK universities represented; a range of university visits meeting students and viewing the facilities; talks about a successful gap year and careers in the military along with industry based visits to learn about careers and higher level apprenticeships.

In addition to the career focused element of the visit, life skills are developed as students live on a budget, plan and use public transport and explore the differences of living independently in the UK.



Student Comment:

"The visit for me was amazing, I loved a lot of things and I found it all very interesting. The experiences were very good and I learnt a lot of new skills and qualities of being independent and the information was so detailed that I could explain it all again if I had to." "Personally, I found out a lot of information and have changed my mind about the kind of uni I want to attend. I enjoyed the trip and learned many skills and a lot of information about universities and the courses I would like to do."

Mentor System

When you enter the Sixth Form as a full time student you will be assigned a mentor . Your mentor is your first point of contact should you have any issues you wish to discuss. You will have a tutor period of fifteen minutes at the start of the day, three mornings a week. As well as mentoring individual students during this time, the mentors will also develop discussions on particular personal, social and moral issues with the group as a whole and you will follow a structured tutor programme. With this regular contact it is hoped that you will develop a positive relationship with your tutor.



As a parent, what communication should you expect from school?

- Your son/daughter will have an initial settling in period in both Year 12 and 13. Before the October half-term you will receive a settling in review where teachers comment on how well he/she is coping with their courses. Part of this review will also inform you of some important predictive data. This review will then be used as a basis for a meeting with your son/daughter's form tutor where you can discuss any issues arising.
- For students who may be struggling in certain areas, there maybe a further review period. At the end of this period, and if little progress has been seen, you may be invited to come into school to discuss possible options.
- The school operates a "Tracking System" within the Sixth Form where students are assessed against predicted data. This is done to monitor progress. You will receive information every term showing the current progress your son/daughter is making compared to this predicted data. Where students appear to be underperforming, intervention strategies will be put in place to support them with their learning and progress. You will be asked to be part of this process.
- In the second term you will receive a mid-year report, which will provide the basis of discussion at a Parents' Consultation Afternoon.

The school website www.kingrichardschoolcyprus.com and Facebook Page King Richard School, Cyprus are all current and will provide you with information on a regular basis.

Target Setting

All Students are tested at the start of Year 12 using the CEM centre ALIS test <http://www.cem.org/post-16>. This is a predictive test and helps us to set challenging targets for all of our Sixth Form students.

KRS operates a system of regular assessment where students can discuss their progress with their teacher, tutor, learning mentor or the Head of Sixth Form. From these discussions students can:

- Set short term personal targets
- Discuss and agree upon challenging yet achievable target grades
- Compare their progress with predicted data
- Respond to feedback by improving their work or their approach to learning
- Personalise their timetable in response to subject pressures at different times

The screenshot shows the CEM (Centre for Evaluation & Monitoring) website. The header includes a navigation menu with links for ABOUT, RESEARCH, SCHOOLS, POLICY, SECURE SITES, and RECEPTION BASELINE. The main content area is titled 'POST 16' and contains the following text: 'How likely are students to achieve particular subject grades as they set out on the journey to post-16 qualifications? And as the school/college itself seeks to improve performance, how can it evaluate the effect of any new approach?' It then states: 'Alis has the answers. The Advanced Level Information System (Alis) gives teachers the reliable data they need to predict exam outcomes student by student, subject by subject.' Below this, it mentions: 'For colleges, Alis offers analysis for a range of vocational qualifications. For schools following an IB curriculum, the CEM IBE service offers analysis of IB diploma qualifications. Download our Brochure for more information on our Post 16 assessments.'



One key change that has been made under the new UCAS Tariff is to the points allocated to the AS qualification. Under the current tariff it has points worth 50% of an A Level but under the new tariff it is allocated points worth 40% of an A level.

UCAS points for University Entrance in 2021

GCE

Grade	A level	EPQ	AS
A*	56	28	N/A
A	48	24	20
B	40	20	16
C	32	16	12
D	24	12	10
E	16	8	6

Other qualifications

Subsidiary Sport Cambridge Technicals ICT		Vocational Subjects (typical Figures—Check on application)	
D*	56	D*	32
D	48	D	24
M	32	M	16
P	16	P	8

- Not all qualifications attract UCAS tariff points for various reasons.** The university or college you're interested in may accept your qualifications as an appropriate entry route even if they don't attract UCAS tariff points.
- Not all universities and colleges use the UCAS tariff.** Most prefer to express their entry requirements and make offers in terms of qualifications and grades rather than in tariff points. Around one third of course entry requirements make reference to the tariff.
- Tariff points are generally only counted for the highest level of achievement in a subject.** This means that you can't usually count AS levels if you have the full A level in the same subject.

Options: Subject Index



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History	21	Performing Arts, Media & Film	29
ICT (Cambridge Technicals)	22		
Mathematics	23		
Further Mathematics	24		
RSL Subsidiary Diploma Music	25	<p>While we endeavour to provide as broad a curriculum as possible, not all courses listed will run every year. This can be for a variety of reasons including staffing levels, student numbers and timetabling issues. As such, we can not guarantee any students a place on any course and an early conversation with the sixth form team is recommended before any firm decisions are made.</p>	
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Who should consider studying this course?

If you are considering studying an Art & Design degree at University you will need A Level Art.

The A Level course

Have you ever wondered why so many creative people are successful in many different walks of life?

Creativity isn't only about pursuing artistic interests; it can also open the door to exciting career opportunities.

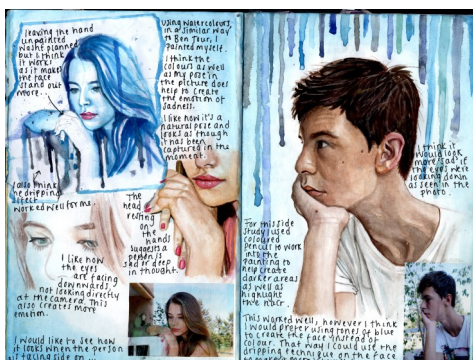
This A Level course is flexible and stimulates creativity, offering a high degree of choice and a range of different media, processes and techniques. It gives students the opportunity to produce a portfolio of work that they can show to prospective employers or use to secure a place in higher education.

The AQA A Level Art & Design course is delivered over two years and consists of a coursework unit and an examination unit. The units require students to develop their ability to show a range of skills including:

- Independence of mind in developing their own ideas
- An interest and enthusiasm for art and design
- The experience of working with a range of media including traditional and new media and technologies
- An awareness of different roles, functions, audiences and consumers of art and design practice.

The coursework unit is delivered through a number of assignments over the two years and accounts for 60% of the A Level qualification.

The examination unit is a 15 hour exam, which is an externally set task by AQA and accounts for 40% of the A Level qualification. It is marked by the school and moderated by AQA.



Student Comment:

"There is a calm, relaxed but focused atmosphere in the art room that allows us to work creatively and independently, whilst still receiving help and guidance"

Frequently asked questions and future careers

How will the work be assessed?

All work is internally marked and externally moderated by an Edexcel visiting moderator to the centre.

What can studying Art at A Level lead to?

You can go on to study Art & Design at Foundation Diploma level after A Level. This in turn can lead on to a BA (Hons) in your chosen discipline area.

What career can I do with an Art degree?

There are a myriad of careers in the Creative Arts industry, such as: Art Historian, Art Critic, Arts Administrator, Fashion Designer, Costume Designer, Advertising Director, Sign Writer, Packaging Director, Stage Designer, Advertising Photographer, Photo Journalist, Animator, Concept Artist, Art Teacher... and many more.

For more information contact: Mr Westall
Mike.Westall@modschoools.org



Who should consider studying this course?

People who enjoy Biology at GCSE. You should have achieved at least a '7' grade for Science GCSE and be predicted at least a '7' grade. If you enjoy doing practical experiments that will be a distinct advantage.

What units are studied and how are they assessed?

The course covers ten themes and a science practical endorsement.

The topics for Biology B is:

Topic 1: Biological Molecules

Topic 2: Cells, Viruses and Reproduction of Living Things Topic 3: Classification and Biodiversity

Topic 4: Exchange and Transport

Topic 5: Energy for Biological Processes

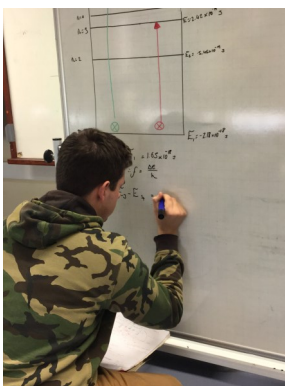
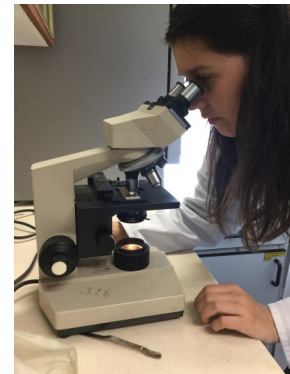
Topic 6: Microbiology and Pathogens

Topic 7: Modern Genetics

Topic 8: Origins of Genetic Variation

Topic 9: Control Systems

Topic 10: Ecosystems



The Advanced Subsidiary is the first half of the GCE qualification and assesses topics 1-4. The full advanced GCE qualification is assessed separately through three two-hour written papers and a separate practical science endorsement. Papers include multiple-choice, short open, open-response, calculations and extended writing questions with at least 10% of the marks awarded for mathematics. There is less emphasis on recall and more on understanding and application.

Student Comment:

“The Biology department at KRS is a well-resourced, supportive learning environment where students’ knowledge of Biology can develop innovative ways of researching and experimenting.

The lessons are always engaging and the staff are very enthusiastic about their subject. As a student, I am inspired to challenge myself in order to reach my full potential.”

Frequently asked questions and future careers

Biology is a natural fit with the science and health sectors and provides wide-ranging skills including communication and problem solving. Around 1 in 10 biology graduates work as laboratory technicians, biochemists and medical scientists.

Biology-related jobs are particularly competitive, so it is valuable, and sometimes crucial, to gain practical experience in the field. This demonstrates your commitment to the career area and knowledge of what is involved.

**For more information contact Mr Reid:
Shaun.Reid@modschoools.org**



Why should you consider studying this course?

This course is aimed at students who are interested in learning about the world of business through a balanced study programme. It is equivalent to an A level and supports access to a range of higher education courses when taken alongside further level 3 qualifications. No prior study of the subject is needed, but students should have a good range of GCSEs or equivalent.

Year 12

Unit 1—Exploring Business (25% of course)

Internal Assessment (Written Assignment)

Learning aims:

- To explore the features of different businesses and analyse what makes them successful; To investigate how businesses are organised; To examine the environment in which businesses operate; To examine business markets; To investigate role and contribution of innovation and enterprise to business success

Unit 2 - Developing a Marketing Campaign (25% of course)

External Assessment (Synoptic Task)

Learning Aims:

- To demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions; To analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns; To evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances; To be able to develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments

Student Comment:

The best thing about this course is it teaches you real life skills based around finances. The marketing modules were particularly interesting.

Year 13

Unit 3- Personal and Business Finance (33% of course)

External Assessment (Exam)

Learning Aims:

- To demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories.; To apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios; To analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context; To evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance

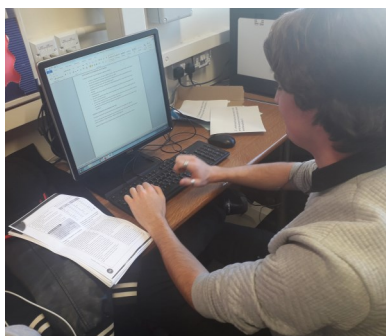
Unit 8- Recruitment and Selection Process (17% of course) Internal Assessment (Written Assignment)

Learning Aims:

- To examine how effective recruitment and selection contribute to business success; To undertake a recruitment activity to demonstrate the processes leading to a successful job offer; To reflect on the recruitment and selection process and your individual performance

Frequently asked questions and future careers

- *What can this course lead to?*
Students who study business often go on to university to study subjects as diverse as Law, Accountancy, Business, Teaching, Nursing, Economics and Geography. students find employment opportunities within banking, accountancy, engineering, insurance etc.
- I am not sure what I want to do, why should I study Business studies? This exciting qualification provides real choice. The Extended Certificate is the equivalent of one A level. Some units are assessed through coursework, some through external exams. We study the theories and techniques used in modern business management. We prepare students for employment in management and for degree level study.



**For more information contact Mr Downham:
Julian.Downham@modschoools.org**



Who should consider studying this course?

People who enjoy Chemistry at GCSE. You should have achieved at least level 7 for Science at GCSE and be predicted at least a level 7 for additional Science or the Chemistry components of triple Science. If you enjoy doing practical experiments that will be a distinct advantage.

What units are studied and how are they assessed?

Physical Chemistry

At AS level we study the mole, amount of substance, energetics, kinetics, chemical equilibria and Le Chatelier's principle and redox equations. In the second year we study thermodynamics, rate equations, the equilibrium constant, electrochemistry and acids and bases.

Organic Chemistry

For AS we study basic Organic Chemistry, the alkanes, halogenoalkanes, alkenes, alcohols and organic analysis. In the second year we go on to study optical isomerism, aldehydes and ketones and carboxylic acids and their derivatives.

Inorganic Chemistry

At AS we study periodicity, the alkaline earth metals and the halogens. In the second year we study period 3 elements and their oxides, the transition metals and ions in aqueous solution.

Assessment

There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the exams for A Level Chemistry are based on 12 Core Practical experiments done throughout the course. The AS has two exams at the end of the year. Both are 1 hour 30 minutes long. There will also be approximately 20% calculations and numeracy content in all exams.



Student Comment:

"A-level Chemistry is very challenging but incredibly rewarding. You get to develop maths and practical skills and the teaching is excellent!"

Frequently asked questions and future careers

- *What grades do I need at GCSE?* At least a B in GCSE Sciences and a B or above in Mathematics would be advantageous.
- I am not sure what I want to do, why should I study Chemistry? Chemistry is one of the most respected A levels and develops essential skills like logical analytical thinking, practical skills, report writing, numeracy and literacy and many more.
- *Do I need a Chemistry A level?* Potential careers include analytical chemist, chemical engineer, Doctor, Nurse, Forensic Scientist, vet etc. More details can be found at <http://www.futuremorph.org/14-16/next-steps/follow-your-favourite-subject/careers-from-chemistry/do-i-need-chemistry-to/>.

**For more information contact Mr Reid:
Shaun.Reid@modschoools.org**

A Level English Literature

AQA B English Literature



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Who should consider studying this course?

English Literature students are engaged with the world around them: they question, they explore, they discuss. Good literature students enjoy reading, film, history, and current affairs. For students who engaged with the depth and detail of English GCSE study, this is the course for them: GCSE B grade or above (in Literature or Language) is preferred but enthusiasm for reading will be considered on an individual basis.

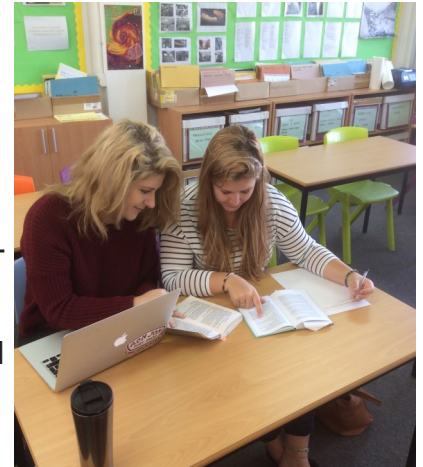
What units are studied and how are they assessed?

English Literature A Level is mostly assessed by examination, with a coursework component worth 20%.

Students will study a wide range of genres, from Shakespearean Tragedy to American Drama, 21st-Century Fiction to Romantic Poetry.

In Year 12, the focus is on genre (either tragedy or comedy) and in Year 13 there is an opportunity to focus on classic texts related to either political and social writing, or crime writing.

Assessment is by two exams, each worth 40% of the final grade. Coursework involves two projects engaging with critical theory and / or applying a more creative approach by producing texts within a literary genre.



Student Comment:

“English Literature is a subject that is not only extremely interesting, but also fun.”

Brett, Year 12

“English enabled me to access parts of my conscious that would have previously been lost and forgotten.”

Frequently asked questions and future careers

English Literature is seen as a ‘traditional’ academic subject, therefore the A Level is well-respected and valued globally. English Literature is warmly welcomed by university and college courses which draw upon communication and interpretation skills: law, history, politics, philosophy, psychology, theology, sociology, art and other design-related subjects.

Due to its advanced study, English develops and refines students’ discussion, composition, and interpretive skills. It lends itself very well to careers in marketing, media, business, law and education

**For more information contact Mr Purdie:
Jamie.Purdie@modschoools.org**



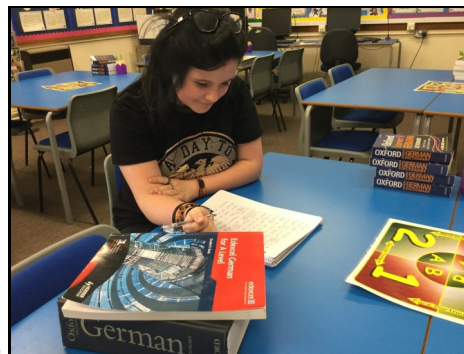
Who should consider studying this course?

This course is most suitable for those who have achieved Grade 7-9 in GCSE French or Spanish.

What units are studied and how are they assessed?

A-Level Topics include:

- Family and Relationships
- Education and Employment
- Music
- Media and Technology
- Customs and Traditions
- Grammar
- Literary texts and films (1 novel, 1 film)
- Historical Events



Assessment:

At the end of Year 13 students will do the following exams:

- Paper 1: Listening, Reading and Writing Exam (2 hours), 40% of A-Level.
- Paper 2: Writing Exam (2 hours 40 minutes), 30% of A-Level.
- Paper 3: Speaking Exam, conducted by class teacher (21-23 minutes, including 5 minutes preparation time), 30% of A-Level.

Frequently Asked Questions and Future Careers

What are the aims of the course?

To develop students' enthusiasm for language learning, promote cultural awareness and produce effective communicators in the target language.

What are the benefits of learning a foreign language?

Not only will language skills increase your enjoyment of travel and holidays abroad but you will improve your employability. There is a wide range of career opportunities for those who have studied languages with linguists and their skills always in high demand with employers.

For example?

- | | |
|----------------------|--------------------|
| Translating | Interpreting |
| Armed Forces | Teaching |
| Retail and Wholesale | Journalism & media |
| Health & Social Work | Diplomatic Service |
| Engineering | Travel and Tourism |
| Publishing | |

In fact, practically *any* profession could involve languages!



Student Comment:

"A-level languages are very interesting because they allow you to develop your knowledge of the language in much more depth than at GCSE and they also help to increase your cultural awareness. My favourite topic so far has been music."

For more information contact Miss A Hill:
Amy.Hill@modschoools.org



Who should consider studying this course?

It is recommended that you have obtained at least a level 7 at GCSE to study Geography. You should have an independent, lively and enquiring mind, an interest in the environment and current affairs, a willingness to explore new ideas and an ability to communicate your ideas effectively and a 'hands-on', enthusiastic approach to the subject.

What units are studied and how are they assessed?

Unit 1: Physical Systems

1 hour 45 minute exam (24%)

Landscape Systems - Coastal, Glacial or Dry (2 of 3)
Earth Life Support Systems – Water and Carbon cycles
Geographical Skills

Unit 2: Human Interactions

1 hour 45 minute exam (24%)

Changing Spaces; Making Places - From local to global scales
Global Connections - Trade or Migration and Human Rights or Power and Borders
Geographical Skills

Unit 3: Geographical Debates

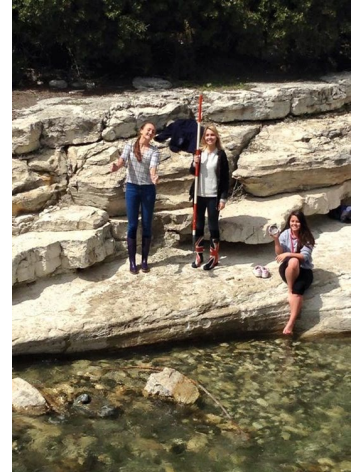
2½ hour exam (32%)

Study 2 of 5

Climate Change, Disease Dilemmas, Exploring Oceans, Future of Food and Hazardous Earth.

Unit 4: Geographical Independent Investigation

3,000-4,000 word report (20%)



Student Comment:

"My two years of studying geography at KRS have been interesting and insightful. The fieldwork aspects are always engaging and memorable. I would strongly recommend taking A level geography"

Frequently asked questions and future careers

How much work will I need to do?

Regular homework will be set including report writing, reading and research. In addition, as an independent learner it is expected that you will keep up to date with current affairs.

Do we do fieldwork?

Year 12 includes a residential to an environmental centre in Cyprus in addition to day visits. 4 days worth of field experience are now a compulsory element of the course.

Where do all the Geographers' go?

Geography graduates were surveyed after their degree courses about their career destinations. The results show:
40.6% went into management & administration
24.8% did further training, including PGCE
11.4% joined the financial sector
10.4% joined the retail sector
10% joined other professions, including the media.

(Source AGCAS)

For more information contact: Mrs Barrow
Katie.Barrow@modschoools.org



Who should consider studying this course?

Students who are considering a career in health care, social care or education and enjoy working as part of a team. Students should have at least a level 5 in English and 5 GCSEs level 5-9.

What units are studied and how are they assessed?

The units studied include:

Unit 1 – Human Lifespan Development – A study of the physical, intellectual, emotional and sociological changes humans experience over their lifetime (mandatory unit, externally assessed exam)

Unit 2 – Working in Health and Social Care – An exploration of what it is like to work in the health and social care sector, looking at the roles, responsibilities and organisational structures of care settings ((mandatory unit, externally assessed exam)

Unit 5– Meeting Individual Needs in Health and Social Care – Researching the principles and practicalities that underpin meeting an individual’s care and support needs which are the foundation of all the care disciplines (mandatory unit, internally assessed project work)

Unit 10– Sociological Perspectives – Developing an understanding of the application of sociological approaches to health and social care including the study of demographics and the concept of an social inequality, considering links between the two and the health and wellbeing of the population (optional unit, internally assessed project work)



Student Comment:

“Health and Social Care has given me an opportunity to learn about a real working environment, with a focus on independent learning that will help me in the future.”

Frequently asked questions and future careers

Does this subject require work experience?

No, although previous experience, including voluntary work, in a health and/or social care setting would be useful for students

How often will I be assessed?

The assessment is rigorous, with 58% of the work exam based and the remaining 42% requiring the student to build up a portfolio of assignments and evidence, both written and recorded on photograph and video, that demonstrate their knowledge and understanding of the skills and theories associated with the Health and Social Care Sector

What career can this course lead to?

This can support a career in many sectors. This may include healthcare, social work, education, management and other communication-based careers such as sales, marketing and policing

For more information contact: Mr Downham
Julian.Downham@modschools.org



Who should consider studying this course?

If you are considering studying History, a social science or Law, then History is very useful.

What units are studied and how are they assessed?

The new A-level course is divided into four units.

Paper 1 Breadth and Study with Interpretations
Russia, 1917-91: from Lenin to Yeltsin
2 hour 15 minute paper
30% total A Level

Paper 2 Depth Study
Mao's China 1946-76
1 hour 30 minute paper
20% total A level

Paper 3 Themes in breadth
Ireland and the Union c1774—1923
2 hour 15 minute paper
30% of total A Level

Paper 4— Coursework – Nazi Germany
3000-4000 word essay
20% of total A level



Frequently asked questions and future careers

How will the work be assessed?

Assessment is by external examination at the end of the two year course in addition to a 3,000 to 4,000 word essay internally assessed.

What can studying History at A Level lead to?

The transferrable skills intrinsic in the study of History mean that it has uses in many fields. Obviously further study in History is available as well as opportunities to study a number of further subjects including politics and law.

What career can I do with a History degree?

This could include historian, careers in education, civil service, accounting, lawyer, politics, curator, journalism.

Student Comment:

“Studying history at this school allows you to enter a world of complexity, curiosity and excitement. Each lesson increases my enthusiasm for the subject.”

For more information contact: Mr Hill
Stephen.Hill@modschools.org



Who should consider studying this course?

This qualification aims to develop students' knowledge, understanding and skills of the principles of IT and Global Information Systems. Students will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure, the flow of information on a global scale, and the importance of legal and security considerations. Designed in collaboration with experts spanning the breadth of the sector, the Level 3 Cambridge Technicals in IT focus on the requirements that today's universities and employers demand.

What units are studied and how are they assessed?

- Fundamentals of IT (Examination)
- Global Information (Examination)
- Computer Networks (Internally Assessed Unit – Externally Moderated)
- Computer Systems – Hardware (Internally Assessed Unit – Externally Moderated)
- Computer Systems – Software (Internally Assessed Unit – Externally Moderated)

What does this Qualification Offer?

Cambridge Technicals offer a variety of options:

Core units – give a solid foundation for the other units

Business – explores the ICT needs of businesses and provides learners with transferable skills necessary for the workplace or as they progress to further study

Creative – lets learners express their creative side with units focusing on multimedia components, the power of digital imagery or creating a dynamic product using sound and vision

Technical – explores programming, evaluating different hardware, software and networks, and developing control systems (creating a system for a robot or model car),

Understanding technology, 'a project approach' – if you'd like to explore a theme further or pick up on a subject not included, this unit is ideal. It's a learner-initiated project that explores any subject in ICT in which you may have a particular interest. You'll plan, manage and review your own project – it's problem solving at its best.



"Each unit we do is intriguing, I learn something new every lesson. Before I started this course I barely knew much about computers or their uses. Now I know a lot more and hope to carry on computing in university."



For more information contact Mr Murphy at Rob.Murphy@modschoools.org

AS & A Level Mathematics

Edexcel Level 3



EXCELLENCE • LEARNING • LEADERSHIP

Who should consider studying this course?

A level Mathematics is quite different to GCSE. Students need to be able to deal with a high level of abstraction and a facility with algebraic techniques is essential.

The entry level for this course is a GCSE level 6, although we would prefer a level 7 or higher as those with a level 6 tend to find this course challenging.

What units are studied and how are they assessed?

The AS and the A Level courses are two separate qualifications, so the results from the AS examinations will not be counted as part of the A Level marks.

AS Mathematics consists of 2 papers:

Pure Mathematics (67%) 2 hours, 100 marks
Statistics and Mechanics (33%) 1 hour, 50 marks

A Level Mathematics consists of 3 papers:

Pure Mathematics 1 (33%) 2 hours, 100marks
Pure Mathematics 2 (33%) 2 hours, 100marks
Statistics and Mechanics (33%) 2 hours, 100marks



The Pure Mathematics modules build on the work you will have met at GCSE and extend topics such as algebra and trigonometry, as well as introducing calculus which enables us to study curves in greater detail.

Mechanics includes such topics as vectors, acceleration, velocity, distance, Newton's Laws and projectiles.

Statistics extends the topics of data presentation, probability and sampling methods.



Frequently asked questions and future careers

Mathematics opens up a wide range of possibilities, both in terms of courses using, or depending upon Mathematics at university, and in terms of career prospects. Mathematics at A level opens the door to many opportunities.

Anyone intending to take Mathematics, Physics or Engineering at a higher level will find this qualification essential for acceptance.

Student Comment:

"I enjoy the satisfaction of completing a really difficult mathematics problem and seeing that I got everything correct."

For more information contact: Mr Peters
Stephen.Peters@modschoools.org



Who should consider studying this course?

Students must have at least an level 8 at GCSE (ideally level 9) and have chosen to study Mathematics A level. Please also note that Further Mathematics is a course for able and committed mathematicians. You must be prepared to have a significant part of your 6th Form timetable devoted to mathematics. People who study Further Maths should enjoy mathematics for its own sake.

What units are studied and how are they assessed?

Further Mathematics is an A Level in its own right. Although some of the maths you would study is complex and demanding, generally Further Maths means “More Maths” and not necessarily “Harder Maths”. Further Maths A Level is an opportunity to deepen your knowledge and understanding of topics you are already familiar with as well as an opportunity to study different areas of Mathematical importance.

The most likely modules would be:

Y12 Further Pure Mathematics 1 (written examination 1 hr 30 min. 50%, 75 marks)

Y12 Decision Mathematics (written examination 1 hr 30 min. 50%, 75 marks)

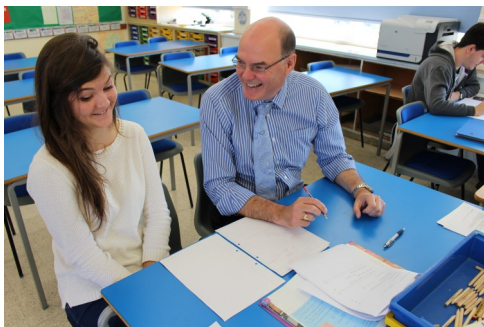
Yet again this AS course is a stand-alone qualification and does not contribute to the A2 qualification.

Y13 Further Pure Mathematics 1 (written examination 1 hr 30 min. 25%, 75 marks)

Y13 Further Pure Mathematics 2 (written examination 1 hr 30 min. 25%, 75 marks)

Y13 Further Statistics 1 (written examination 1 hr 30 min. 25%, 75 marks)

Y13 Further Decision 1 or Further Mechanics 1 (written examination 1 hr 30 min. 25%, 75 marks)



Frequently asked questions and future careers

The combination of Mathematics and Further Mathematics is excellent preparation for many future courses and careers. Such a demanding and logical discipline as mathematics, studied in such depth, supports all forms of engineering, physics, analytical work in business and industry, as well as courses in Law, philosophy, economics and finance. If you are considering a degree in mathematics or a related subject, or are considering applying to Oxford, Cambridge or Imperial College to study a mathematical discipline then a qualification in Further Mathematics will be a real advantage. Certain high-demand courses at other universities (in subjects such as engineering) will also prefer students who have studied Further Mathematics.

Student Comment:

“This is a very demanding course, especially the time I have to put in to it to cover all the modules.”

For more information contact: Mr Peters
Stephen.Peters@modschools.org

Subsidiary Diploma in Music

RSL Level 3



EXCELLENCE • LEARNING • LEADERSHIP

Who should consider studying this course?

Students who have completed a level 2 qualification such as GCSE, BTEC or RSL in music and are interested in developing their music industry skills at a higher level.

What units are studied and how are they assessed?

You will choose from one of four pathways: performance, technology, business or composition.

Core units

Performance :

- Rehearsal & Live Music Performance (externally assessed)
- Composing Collaboration & Recorded Performance (externally assessed)
- Planning a Career in Music (internally assessed)

Technology:

- Live Sound Recording & Sound Reinforcement (externally assessed)
- Studio Sound Recording and Mixing (externally assessed)
- Planning a Career in Music (internally assessed)

Business:

- Music Promotion & Event Management (externally assessed)
- Setting up a Music Business & Selling Music (externally assessed)
- Planning a Career in Music (internally assessed)

Composition:

- Composing & Sequencing (externally assessed)
- Composing Solo & Remixing & Production (externally assessed)
- Planning a Career in Music (internally assessed)

Optional Units: Music dissertation, Session Musician, Live Sound Engineering (FOH), Music Stage Management, Music Event Health and Safety, Music Press and Journalism, Leading Music Making Activity, Music Performance to Camera, Music Video Production, Using a Keyboard with a DAW, Practical Musicianship and many more!



Frequently asked questions and future careers

Is this course for me?

These fully accredited qualifications are a real alternative alongside A levels. The RSL Music qualifications are for learners who are passionate about music and want to develop their skills in the core elements of the Music Industry.

How is RSL Music work marked?

Work is assessed throughout the course and will be graded a Pass, Merit or Distinction . Each piece of work you submit will contribute to your final grade.

What can studying this course lead to?

The music industry is one of the largest contributors to the UK economy, bringing £5.2bn in 2019 and holding 102,000 full time jobs. Taken alongside other subjects RSL Music can lead to careers in; stage management, performance, artist management, teaching, touring work and session playing, composing and sales. The course also helps you develop vital employability skills such as; cognitive and problem solving skills, intrapersonal and interpersonal skills.



Student Comment:

“The Music Department has lots of facilities for students to be able to develop their Music or Music Technology skills including a iMacs and a recording studio.”

For more information contact: Mr Greenwell
Jason.Greenwell@modschools.org

BTEC Performing Arts

Edexcel Level 3



EXCELLENCE • LEARNING • LEADERSHIP

Who should consider studying this course? Students who are interested in developing their performance skills across the disciplines of drama, music and dance.

What units are studied and how are they assessed?

Over two years you will study four units.

Core Units:

- Investigating Practitioners' Work
- Developing Skills and Techniques for Live Performance
- Group Performance Workshop Task

There are also a wide range of optional units including:

- Theatre Directing
- Screen Acting
- Musical Theatre Techniques
- Stand-up Comedy Technique
- Audio Performance

Two of the core units are externally assessed and other units are internally assessed and sent for moderation to the exam board.



Frequently asked questions and future careers

Will there be performance opportunities?

The BTEC programme allows for many performance options: you could specialise in physical theatre, screen acting or singing technique.

How is BTEC work marked?

You will be graded a Pass, Merit or Distinction for each piece of work you submit.

What can studying BTEC Performing Arts lead to?

Confidence, communication, awareness and self-discipline are all life skills which are highly prized in higher education and employment.

Student Comment:

"This course had stretched my skills and talents as a performer. It has given me a greater, richer understanding of the world of performance; as well as giving me the technical skills to stage events."

**For more information contact either Miss Field
Hannah.Field@modschoools.org**



Who should consider studying this course?

Do you want a challenge? Do you want to be a critical thinker? Then Physics is for you. It is for people who enjoy Physics at GCSE. You should have achieved at least a level 7 for Science GCSE and be predicted at least a '7' grade.

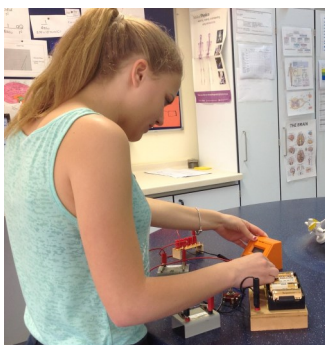
What units are studied and how are they assessed?

The course covers eight compulsory themes and a science practical endorsement:

- Concept-led approach
- Working as a Physicist
- Mechanics
- Electric Circuits
- Further Mechanics
- Electric and Magnetic Fields
- Nuclear and Particle Physics
- Materials
- Waves and the Particle Nature of Light
- Thermodynamics
- Space
- Nuclear Radiation
- Gravitational Fields
- Oscillations



Assessment is in the form of three exam papers. Paper 1 is 30%, Paper 2 is 30% and Paper 3 is 40%.



Frequently asked questions and future careers

A physics degree sets you up well for research-based roles and positions in other sciences, it is also useful for careers in business, finance, IT and engineering

Industries employing physicists are varied and include aerospace and defence, education, energy, engineering, instrumentation, manufacturing, oil and gas and science and telecommunications.

Student Comment:

"The Physics A-level course can be very challenging at times but with small classes help is always there."

A-level physics builds on the concepts and skills developed in Physics GCSE and is particularly suitable for students who have the skills and knowledge associated with a GCSE Additional Science course or equivalent.

For more information contact: Mr Reid
Shaun.Reid@modschoools.org

A-level Design and Technology: Product Design AQA



EXCELLENCE • LEARNING • LEADERSHIP

Who should consider studying this course?

Are you creative as well as academic? Planning a career in engineering, construction, design or manufacturing? Do you want employability skills such as creativity, problem solving, planning, communication? Then Product Design is the course for you.

What units are studied and how are they assessed?

A Level Assessment

This is a 2 year lineal course with all of the assessment in the second year. The course has two main focus areas.

1. Technical Principles

- Characteristics of a wide range of materials including timber, polymers, metals and card
- Processing techniques for all the materials
- Industrial processing techniques
- The environment and design
- Use of modern technology in design and manufacture

2. Designing and Making Principles

- Design theory, movements and influences
- The design process
- Project management
- Selecting and using appropriate tools and equipment

Technical principles: how it's assessed:

Written exam: 2.5 hours, 120 marks, 30% of A-level

Questions: Mixture of short answer and extended response.

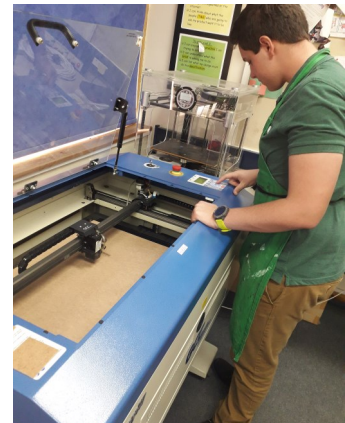
Designing and making principles: How it's assessed:

Written exam: 1.5 hours, 80 marks, 20% of A-level

Questions: Mixture of short answer and extended response questions.

Practical application of technical principles, designing and making principles.

How it's assessed: Substantial design and make project, 100 marks, 50% of A-level



Student Comment:

"I really like Product Design because it allows me to be creative and see my ideas come to life. I love the practical elements of the course and learning all about products and why they look like they do."

Frequently asked questions and future careers

1. Do I need to have a GCSE in DT?

It helps a lot if you have, but it would not preclude you from taking the course as long as you have some of the requisite skills.

2. Is there a lot of written work?

There is a requirement to submit a substantial portfolio that requires clear explanations of your design work. At A Level you will be expected to provide essay-style questions in the exam.

3. Do I need to be artistic?

You do need to be able to communicate your ideas graphically but we will give you strategies that will make this much easier to achieve.

**For more information contact: Mr Westall
Mike.Westall@modschools.org**

Performing Arts, Media and Film

AS, A Level and BTEC



EXCELLENCE • LEARNING • LEADERSHIP

We have the flexibility within the English and drama department, as well as the arts in the Annex, to offer a variety of courses in performance, film and media in both BTEC and A Level. **NOTE:** these courses require a core number of students so they are dependent on the individual preferences for each year of entry. We usually can offer one of these choices per academic year. For more information contact: Mr Purdie or Miss Field via the English and drama department.

BTEC Performing Arts

Performing arts encompasses drama, dance and music, with module choices and pathways (one or two years) tailored to our students' talents and preferences. You can study the disciplines of:

- Theatre Directing
- Screen Acting
- Musical Theatre Techniques
- Stand-up Comedy Technique
- Audio Performance

As well as investigating existing practitioners, critical theory and genre.

The skills and knowledge gained in a performing arts qualification lend themselves well to many careers and study opportunities in the media, arts, literature, performance, production, communications and business.

AS/A Level Film Studies

Film studies is, in a nutshell, a combination of the analysis skills of English with the production requirements of media studies.

The course covers the historical development of film, including global cinemas, as well as Hollywood and documentary film making. Students develop strong, academically-rigorous evaluative and comparative skills that are very useful for all arts and humanities courses at university or for careers in the media (specifically the moving image and video production).

Theory and knowledge is assessed via exams and also a production module where students either create a short film or screenplay draft.



BTEC /AS/ A Level Media

The course provides a theoretical overview of how media texts—such as TV, apps, film, journalism—work with audiences, how to produce them, and how to market them. Media studies looks in -depth at global media industries, the language of the media, and critical theory.

The **Eduqas A Level** assesses students through a mix of exams, coursework and production design projects across:

- **Media production:** produce your own texts; for example, films and marketing campaigns
- **Media reception:** how texts work in our digital age

Media studies is ideal for students pursuing careers in media, journalism, communications, film and television production, games design, ICT, business, marketing and arts-related subjects.



For more information contact: Mr Purdie
Jamie.Purdie@modschools.org

A Level Religious Studies

WJEC Christianity and Ethics



EXCELLENCE • LEARNING • LEADERSHIP

Who should consider studying this course ?

Ideal for students who are interested in moral perspectives and exploring some of life's

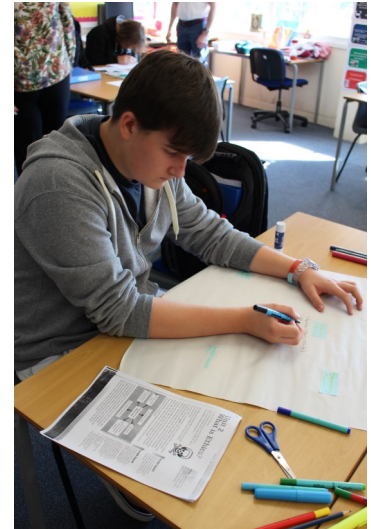
What units are studied and how are they assessed?

At AS level (40%) we will study

- 1) An Introduction to the Study of Religion: Option A Christianity (15%)
- 2) An Introduction to Ethics and Philosophy of Religion: (25%)

In the second year (60%) we will study:

- 3) Advanced Study of Religion – Option A Christianity (20%)
- 4) Religion and Ethics - (20%)
- 5) Philosophy of Religion - (20%)



Frequently asked questions and future careers:

Religious studies graduates often go on to further career training and jobs in:

- Business / international business - marketing and management.
- Law, marketing and management.
- The government, foreign service, or the Peace Corps.
- Non-profit or non-governmental organizations.
- Counselling and social work.
- Education, journalism and media
- Journalism and news

Student Comment:

“Philosophy and Ethics is a great subject to take. You tackle current events and debates that are taking places around the world. Philosophy and Ethics is an amazing and enriching subject to study and I would recommend it to all.”

For more information contact: Mrs Downham
Colleen.Downham@modschoools.org

BTEC Sport

Pearson Edexcel Level 3

Who should consider studying this course?

Students completing their BTEC National in Sport will be aiming to go on to employment, often via the stepping stone of higher education. The award is suitable for students who enjoy sport but don't necessarily want to specialise totally in one area. You will need to have an enthusiasm for sport, although there is very little practical content, and an interest in the broader aspects of sport and leisure.

What units are studied and how are they assessed?

In the BTEC Level 3 National in Sport you will study 4 units; 3 units are mandatory and 1 unit is optional

Mandatory Units

Anatomy and Physiology - External Examination
Fitness Training and Programming for Health, Sport and Well-being - external examination case study
Professional Development in the Sports Industry - External coursework

Optional Units

Sports Leadership - coursework
Application of Fitness Testing - coursework
Sports Psychology—coursework
Practical Sports Performance—coursework



Frequently asked questions and future careers

How will I be assessed?

You will be required to sit one external examination (Anatomy and Physiology) and one external examination case study (Fitness training and programming for Health, Sport and Well-being). External assessment accounts for 67% of the final marks.

Coursework assignments are submitted for marking on a regular basis throughout the course. They are assessed internally by your teachers and then moderated by the board. Work is graded and feedback provided to gauge how well you are doing and to help identify both strengths and weaknesses to allow reflection and further development of your work. Assignments will be graded 'pass, merit or distinction'

What are the entry requirements?

Students studying a BTEC National Extended Certificate will have achieved 5 GCSEs with at least a Grade 5 in Maths and/or English. A GCSE level 5 or better in Science and PE would be a distinct advantage but not essential if the student is willing to work hard.



Student Comment:

"BTEC Sport is an interesting course which covers a wide range of different sporting content. It involves a lot of theory and computer based work."

For more information contact: Miss Sharpe
Julie.Sharpe@modschoools.org

A Level Textiles Design

AQA



EXCELLENCE • LEARNING • LEADERSHIP

Who should consider studying this course?

A Level Textile Design is a dynamic and exciting subject area that will appeal to students who are interested in textiles, fashion, costume and interiors. This course enables you to develop your creativity, whilst building a portfolio of work that will enable you to develop your skills as a designer. General entry requirements are grade 5 or above: GCSE Textiles or GCSE Art.

What units are studied and how are they assessed?

Areas of Study

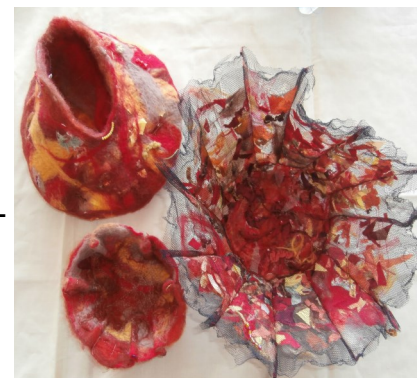
Candidates are required to work in **one or more** area(s) of Textile Design. They may explore overlapping areas and combinations of areas: fashion, printed and/or dyed fabric and materials, interior design, constructed textiles and textile installation.

Skills and Techniques

Candidates will be required to demonstrate skills in all of the following: awareness of the elements of Textile Design, such as shape, colour, texture, pattern, harmony, contrast and/or repetition, appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief, understanding of a variety of textile methods, such as fabric printing (mono-printing, relief printing and/or screen printing), tie-dye, batik, spraying, transfer and fabric construction and stitching (appliqué, patchwork, padding, quilting and/or embroidery).

Knowledge and Understanding

Candidates must show knowledge and understanding of: how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts, historical and contemporary influences and developments and different styles and genres, how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created and the working vocabulary and specialist terminology which is relevant to their chosen area(s) of Textile Design



Student Comment:

"I did GCSE textiles and wanted to carry on to do the A Level, as I absolutely love the subject and wanted to continue exploring creative techniques. The subject has exceeded my expectations."



Frequently asked questions and future careers

A Level Textiles combines effectively with other subject areas and enables students to apply for a range of degree subjects. There will be opportunities to specialise in this wide ranging subject area and students will have the chance to produce outcomes in an area that interests them.

Students choose to study Textile Design at A-level for many reasons. They may have a particular career path they wish to follow, such as Fashion Designer, Fashion Buyer, Textile Designer, Interior Designer, Fashion Magazine editor, Stylist, or any aspect of the creative industries. Many students choose A-level Textile Design because they enjoy the subject and it offers a welcome balance with their other A-level subjects.

Student Comment:

"I wasn't sure if I would enjoy Textiles as I didn't take it at GCSE, but I really enjoy it. The work is very hands on. I've enjoyed trying something completely new its great if your creative."

For more information contact: Mr Westall
Mike.Westall@modschools.org



Who should consider studying this course?

The Employability Skills qualifications have been designed with maximum flexibility in mind so they can meet all learner requirements. These qualifications are available from Entry 2 to Level 2. A learner can achieve some units and claim the smaller Introductory Award, Award or Extended Award or continue and gain this Certificate/Extended Certificate or continue further to claim a Diploma sized qualification.

What units are studied and how are they assessed?

The Employability Skills qualifications support individuals in developing the skills and attitudes valued by employers. The aim is to help individuals successfully prepare for and get a job, then to provide them with the tools to succeed and advance in their role.

Sample pathway: City & Guilds Level 2 Diploma in Employability Skills Total Qualification Time (TQT): 370 hours Learners must achieve a minimum of 37 credits, of which:

- 1) a minimum of 28 credits must come from units 501-526.
- 2) a minimum of 9 credits may come from units 401-405, 407-462, 475- 477, 480, 486, 488, 501-526.

Placement required: Not essential in the majority of cases, but some units may require a placement. However, a placement is encouraged as it helps to put learning into context.

Assessment: Assessment is through a portfolio of evidence produced by the candidate and signed off by the assessor.



For more information contact: Mrs Barrow
Katie.Barrow@modschoools.org



Who should consider studying this course?

This certificate is aimed at learners who:

- intends to follow this course with an Apprenticeship or Advanced Modern Apprenticeship Programme in the UK
- wish for career progression within engineering
- wish to develop the skills learnt from other qualifications

What units are studied and how are they assessed?

Qualification levels:

Engineering is offered at both Level 1 and Level 2. There is potential to complete Level 3, but this decided on a case-by-case approval from City & Guilds.

Sample pathway:

To achieve the Level 1 Certificate in Engineering IVQ (2850-80), learners must achieve 21 credits (210 TQT):

1. 7 credits from the mandatory units
2. a minimum of 14 credits from the optional units available.

Placement required:

Yes. Practical and on-line assessment is required.

Staffing:

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training



Assessment:

Assessment is through a combination on online testing, practical assessment and written questioning.

**For more information contact: Mrs Barrow
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Business and Administration NVQ (Award, Certificate and Diploma)



Who should consider studying this course?

Designed to reflect the current and future needs of employers, these qualifications will benefit people with minimal experience of providing administrative assistance through to those who implement business support services and organisational change. The flexible structure has been designed to instil learners of all abilities with the skills to reach their career ambitions within Business and Administration and related fields.

What units are studied and how are they assessed?

Qualification levels:

Level 1 focuses on everyday administrative tasks, including filing and answering the telephone, with enhanced skills requiring greater professional responsibility such as event support introduced at level 2. Level 3 learners develop a more comprehensive range of business skills, including team supervision and project management.

Sample pathway: Level 2 NVQ Award in Business and Administration

To achieve the Level 2 NVQ Award in Business and Administration learners must achieve:

1. a minimum of 9 credits overall (TQT 90 hours), of which a minimum of 6 credits must be at level 2
2. 5 credits must be from the two mandatory units in Group A
3. a minimum of 4 credits must be from optional units in Group B

Placement required:

Yes. Practical assessments as well as knowledge.

Assessment:

A combination of practical skills and knowledge is assessed using a range of assessment methods.



For more information contact: Mrs Barrow
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Customer Service

NVQ (Award, Certificate and Diploma)



EXCELLENCE • LEARNING • LEADERSHIP

Who should consider studying this course?

Anyone dealing with internal or external customers will benefit from gaining knowledge, understanding and experience of dealing with routine and more difficult customers, confident in their use of language and of the processes designed to make their role effective. Candidates will have the opportunity to improve their own skills and to support others within their team or organisation in the development of excellent customer service.

What units are studied and how are they assessed?

Qualification Levels:

Available at Award, Certificate and Diploma and Levels 2 and 3. Level 3 is generally unrealistic in that candidates are required to demonstrate their ability to analyse and respond to customers on a strategic level, suggesting improvements and leading in their implementation, using software solutions as appropriate. These opportunities generally fall to full-time employed staff in management positions.

Sample pathway:

To achieve the Level 2 NVQ Certificate in Customer Service, learners must achieve: Minimum Credit Value: 28 A minimum of 15 credits must be at level 2. The learner must achieve 8 credits from the Mandatory Units. A further 20 credits must be achieved by completing a minimum of one unit from each Optional Group. (TQT 280 hours)

Placement required: Yes. Practical skills and knowledge are assessed.



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Supporting Teaching and Learning Award, Certificate and Diploma



EXCELLENCE • LEARNING • LEADERSHIP
KING RICHARD
SCHOOL

Who should consider studying this course?

This qualification is aimed at learners working in roles that offer specialist support for pupils' learning in primary, secondary or special schools, as well as colleges.

What units are studied and how are they assessed?

What does this qualification cover?

This qualification provides learners with an in-depth understanding of the knowledge and skills needed when working directly with children and young people in school and college environments. It covers all aspects of specialist support including planning, delivering and reviewing assessment strategies to support learning alongside the teacher; bilingual support; special needs support; and personal development and reflective practice.

Entry requirements

Learners must be at least 16 years old.

UCAS Points

This qualification has the following UCAS Points - P - 32. (for full Diploma)

Qualification structure

To achieve the Diploma the learner must complete 16 mandatory units.

Assessment

This qualification is assessed internally.

Duration

The Diploma can usually be completed in 1 year to 18 months.

Placement Required

As learners need to show competence in both skills and knowledge, they will need to be working or be on a practical placement during the taught programme of study in a learning environment (school or college). At diploma level, we recommend that the learner undertakes an additional 100 hours of placement to that taken at the certificate level in a real work environment, to total 200 hours.



Frequently asked questions and future careers

What related qualifications can you progress to?

Learners achieving the Level 3 Diploma can progress onto the Level 4 Certificate for the Advanced Practitioner in Schools and Colleges, a foundation degree, or specialist roles within the workforce.

Career opportunities

This qualification provides you with the knowledge, understanding and skills to work in a variety of unsupervised job roles that support children and young people's learning in schools or colleges. Roles this qualification will prepare you for include:

- Teaching Assistant
- Learning Support Assistant
- Special Needs Assistant.

For more information contact: Mrs Barrow
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Early Years Educator Level 3 Diploma



EXCELLENCE • LEARNING • LEADERSHIP

Who should consider studying this course?

The Level 3 Diploma for the Early Years Workforce (Early Years Educator) prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years. Upon achievement of this qualification it is intended that learners will be able to enter the workforce as Early Years Educators. This qualification is suitable for a range of learners, either working or wishing to work in early years education and care.

You should be at least 16 years old. We do not set any other entry requirements but colleges or training providers may have their own guidelines.

GCSE Requirements the requirement for Level 3 Early Years Educators (EYE) to hold GCSE English and maths 4-9 but can include any Level 2 qualification including Functional Skills. This will also apply to an apprenticeship route.

What units are studied and how are they assessed?

Qualification Structure

We have structured the units around three themes:

- Theme 1: Health and well-being
- Theme 2: Legislation, frameworks and professional practice
- Theme 3: Play, development and learning for school readiness

Assessment

To gain this qualification the learner will need to:

- Pass all units
- Complete longitudinal study
- Show competence in a real work environment



Placement Required

Placements are required for achievement of this qualification. A minimum of 350 placement hours is required.

During placement, learners will need support from a professional within the real work environment who will be required to complete professional development records.

How long does it take to complete?

This qualification will take 1-2 years to complete depending on experience

Frequently asked questions and future careers

What related qualifications can you progress to?

Learners can progress to the Level 4 Certificate for the Early Years Advanced Practitioner or other higher level early years qualifications.

Career Opportunities

Upon achievement of this qualification learners will gain their licence to practise and it is intended that learners will be able to enter the workforce as Early Years Educators. Learners can progress into various job roles in the statutory, voluntary or private sectors such as:

- Assistant in Children's Centres
- Practitioner in nursery schools
- Practitioner in reception classes in primary schools
- Pre-school worker

Student Comment:

"I enjoyed being able to put my theory into practice in the early years setting. I was able to get a better understanding of my future career/qualification."

**For more information contact: Mrs Barrow
Katie.Barrow@modschools.org**

