



CONFIDENCE • EQUITY • CURIOSITY

# KING RICHARD SCHOOL

## Sixth Form Prospectus

2023-2025

“Challenging all of our  
**students**  
SUPPORTIVELY  
to become **CONFIDENT**  
and **CURIIOUS**,  
enhancing lives  
NOW and in the **FUTURE**”



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# Principal's Welcome

Dear Parents,

Welcome to King Richard School. We are a caring, friendly and ambitious 11-18 comprehensive school primarily serving the MOD 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, pastoral 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 'Confidence, Equity and Curiosity' 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 be excellent role models who support the school ethos, follow all policies and 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@modschoools.org](mailto:krs.enquiries@modschoools.org)

Richard Sproson

Principal - [Richard.Sproson@modschoools.org](mailto:Richard.Sproson@modschoools.org)



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# Ms. M Rattigan—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 at [melissa.rattigan@modschools.org](mailto:melissa.rattigan@modschools.org)





# Statement of Entitlement

## 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 programmes 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 will 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?

## What courses should you take?

The curriculum for each pupil in Y12-13 will contain the following elements:

### a) Core Curriculum

- Physical Education: 2 periods
- Religious Citizenship & Personal and Social Education: 2 periods

### b) Optional Subjects (8-10 lessons each per fortnight)

#### Pathway 1

Students may choose **4** A level / BTEC courses if they achieve grades 7,8,9 across all GCSE & BTEC's.

#### Pathway 2

Students may choose **3** A level / BTEC courses: attaining at least grade 5 for their chosen subject or a grade 7 or above for A level maths and/or sciences.

#### Pathway 3

Foundation year (those that have not achieved 5 x grade 4-9 qualifications) may include GCSE resit (English or Maths) plus one of our vocational courses. There could be the opportunity to study one A level or BTEC, but this will be decided on a case-by-case basis.

#### Can I choose 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.



# Our Expectations

*Our Core Values underpin our sixth form provision at King Richard School:*

## *Curriculum -Curiosity*

*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 -Confidence*

*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 -Equity*

*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 community helping them to develop key leadership skills to help them prepare for their next stage of education, employment or training.*

*Our code of conduct links to our core values and, makes it 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*



# Life in the Sixth Form

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, making use of their individualized timetables. 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 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 their 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

## 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 to-

wards 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 gapyear options.

## Will you be applying to University?

You may not be sure if this is the route for you but it is worth considering as your 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](http://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 beginning of year 13 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.





# Career Guidance & Support

## 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 hand opportunity to consider Higher Education. Surrey and Sussex University present information about course selection, students finance and how to compare universities. Cambridge University will also visit KRS during the Autumn term.

Careers is embedded in all subjects and students will be offered opportunities to carry out work experience related to their subjects and interests.

### **Student Comment:**

*“University visits for me were 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, two 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.



# Communication

## 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](http://www.kingrichardschoolcyprus.com) and Facebook Page King Richard School,Cyprus are all current and will provide you with information on a regular basis. KRS will signpost any correspondence or information through text and email.

## 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 the CEM logo and navigation links: 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?

**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.

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.



# UCAS points

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

1. **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.
2. **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.
3. **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

<u>Academic Subjects</u>	<u>Page</u>	<u>Additional Subjects</u>	<u>Page</u>
Art and Design	13	Employability Skills	33
Biology	14	Engineering	34
BTEC National in Business	15	Business and Administration	35
Chemistry	16	Customer Service	36
English Literature	17	Supporting Teaching and Learning	37
French & Spanish	18	Early Years Educator	38
Geography	19	<b>New for this year—please see: Performing Arts</b>	29
BTEC Health & Social care	20	<div style="border: 2px solid green; padding: 10px;"> <p><b>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.</b></p> </div>	
History	21		
A/AS Mathematics	24		
<b>RSL Subsidiary Diploma Music</b>	25		
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Design & Technology	28		
BTEC Diploma in Public Services	29		
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# A Level Art & Design AQA

## 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.



## 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?

Successful A Level Art students can go on to study on a range of Art and Design foundation and degree courses, nationally and internationally.

### 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.



### 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"

**For more information contact  
Mr Branton  
john.branton@modschoools.org**



# AS & A Level Biology

## Edexcel

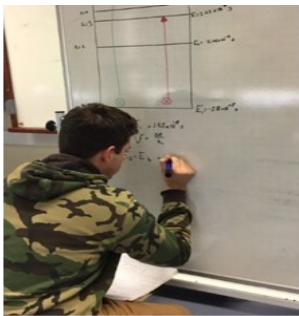
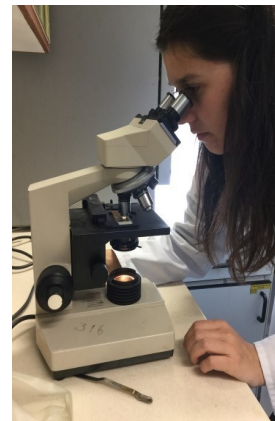
### Who should consider studying this course?

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 Variations
- 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.

**For more information contact Ms C Shannon**

**[Ciaran.shannon@modschoools.org](mailto:Ciaran.shannon@modschoools.org)**



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# BTEC National in Business

## 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 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.

### 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

#### Student Comment:

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

**For more information contact Mr Downham:**

**Julian.Downham@modschoools.org**



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# AS & A Level Chemistry

AQA 7404 and 7405

## 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

## 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 Mrs Shannon: [ciaran.shannon@modschoools.org](mailto:ciaran.shannon@modschoools.org)**





# A Level English Literature

## AQA B English Literature

### 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.



“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 Ms Mary Dunn**  
**Mary.dunn@modschoools.org**



# A Level French and Spanish

## Who should consider studying this course?

This course is most suitable for those who have achieved Grade 7-9 in GCSE French /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),



### 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”

## 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

**For more information contact Mrs Sturges:  
[elizabeth.sturges@modschools.org](mailto:elizabeth.sturges@modschools.org)**



# AS & A Level Geography

Who should consider studying this course?

It is recommended that you have obtained at least a grade 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 30 minute exam (22%)

Landscape Systems - Coastal, Glacial or Dry (1 of 3)

Earth Life Support Systems – Water and Carbon cycles

**Unit 2: Human Interactions** 1 hour 30 minute exam (22%)

Changing Spaces; Making Places - From local to global scales

Global Connections: Trade or Migration

Global Governance: Human Rights or Power and Borders

**Unit 3: Geographical Debates** 2 hour 30 min exam (36%)

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%) non-exam assessment

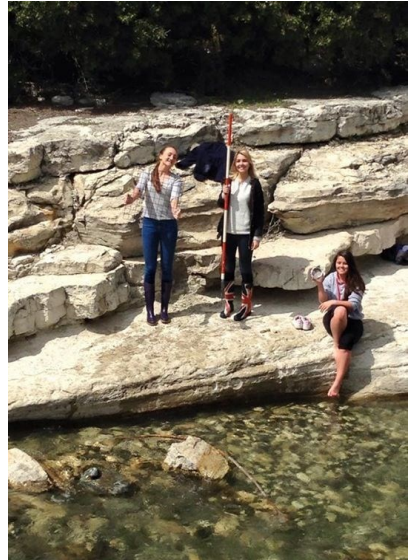
**Frequently asked questions and future careers**

**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?** We will carry out four fieldworks during the two year course, utilizing the physical and human landscape of Cyprus.

**Where do all the Geographers' go?** There is a range of careers Geography could lead you to; Geographical Techniques includes working with the world around you including careers in climatology and town planning. Environmental and Development may include long term projects or short humanitarian relief. Society and Settlement revolves around the places we live in and the interactions between people in these areas and could lead to careers in teaching, lecturing and even youth work. Geography is also connected to the world of business, leisure and culture as this sector

often opens up opportunities for foreign travel and experiencing different cultures. Careers include law, tour guides and even TV researchers.



**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”

**For more information contact: Ms M Rattigan**

**For more information contact: Ms M Rattigan or Mr G Burvill**

[mrattigan@kingedwardschoolcyprus.com](mailto:mrattigan@kingedwardschoolcyprus.com) [george.burvill@modschoools.org](mailto:george.burvill@modschoools.org)

**[melissa.rattigan@modschoools.org](mailto:melissa.rattigan@modschoools.org) or [george.burvill@modschoools.org](mailto:george.burvill@modschoools.org)**



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# BTEC Health and Social Care

## Pearson Edexcel Level 3

### 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 social inequality, considering links between the two and the health and wellbeing of the population (optional unit, internally assessed project work)



### 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.

#### 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.”

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





# A Level History

## Edexcel

### 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



#### Student Comment:

20% of total A level 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.”

### 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.

**For more information contact: Mr Hill**  
**[Stephen.Hill@modschoools.org](mailto:Stephen.Hill@modschoools.org)**



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# Cambridge Technicals IT

## 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)



## Frequently asked questions

### Benefits of this course:

A variety of units studied including hardware, software and online

Includes practical activities in all units - learn, do, review

Develops transferable skills for the workplace or future studies

### Methods of Assessment

You will learn through case studies, group work and presentations before completing assignments that are based on realistic workplace situations, which are centre assessed. This will form 50% of the assessment for this course. The other 50% will be through external assessment project – it's problem solving at its best.

### Progression

The Technical Level 3 IT Diploma qualifies for the same UCAS points as the traditional A-level. Past students who have completed this qualification alongside other A-levels have been able to move on to work, Degrees/HNDs and Higher Apprenticeships in related subjects such as:

- ICT and Business
- Information Systems
- Software Engineering and Support
- Multimedia Technology



**For more information contact Mr Lau [Kai.Lau@modschoools.org](mailto:Kai.Lau@modschoools.org)**



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# AS & A Level Further Mathematics

## Edexcel Level 3

### 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)



#### Student Comment:

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

### 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.

**For more information contact: Mr S Devine**  
[steve.devine@modschoools.org](mailto:steve.devine@modschoools.org)



# AS & A Level Mathematics

## Edexcel Level 3

### 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 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

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"

**For more information contact: Mrs Shannon**  
[ciaran.shannon@modschoools.org](mailto:ciaran.shannon@modschoools.org)





# Subsidiary Diploma in Music

## RSL Level 3

### 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 submitted 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.

**For more information contact: Ms Shelly Simpson**

**[Shelly.simpson@modschoools.org](mailto:Shelly.simpson@modschoools.org)**



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# BTEC Performing Arts

## Edexcel Level 3

### 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?

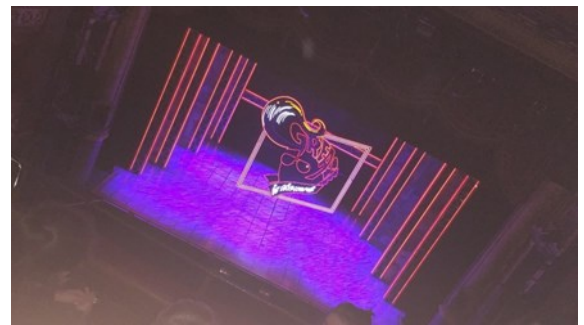
Over two years you will study four units.

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



#### 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.”

### 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

For more information contact Ms Dunn  
[mary.dunn@modschoools.org](mailto:mary.dunn@modschoools.org)



# AS & A Level Physics

## Edexcel

### 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%.



#### Student Comment:

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



### 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.

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](mailto:Shaun.Reid@modschoools.org)**



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# A-level Design and Technology:

## Product Design AQA

### 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.

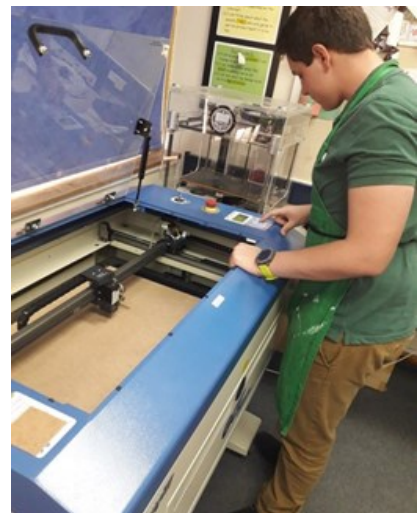
**Designing and making principles:** How it's assessed:

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

#### 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.

#### Is there a lot of written work?

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

#### 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: Ms Simpson**

**Shelley.simpson@modschools.org**



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# Performing Arts, Media and Film

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.**

## 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:**

**Ms Mary Dunn**

**Mary.dunn@modschoools.org**



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# A Level Religious Studies

## WJEC Christianity and Ethics

### 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

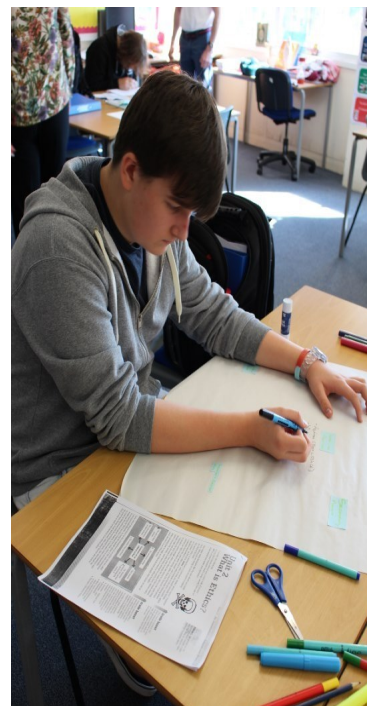
An Introduction to the Study of Religion: Option A Christianity (15%)

An Introduction to Ethics and Philosophy of Religion: (25%) In the second year (60%) we will study:

Advanced Study of Religion – Option A Christianity (20%)

Religion and Ethics - (20%)

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 organisations.
- 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 place 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:

Ms Hannah Derbyshire

[hannah.derbyshire@modschoools.org](mailto:hannah.derbyshire@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 Wellbeing  
external examination case study

Professional Development in the Sports Industry - External coursework



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: Ms Simpson**

**Shelly.simpson@modschoools.org**



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# A-level Design and Technology: Fashion and Textiles AQA

## Who should consider studying this course?

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries.

## 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.

### Technical Principles

- Materials and their applications
- Performance characteristics of fibres, yarns and fabrics
- Enhancement of materials
- The environment and design
- Use of modern technology in design and manufacture

### Designing and Making Principles

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

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

Frequently asked questions and future careers

Do I need to have a GCSE in textiles?

GCSE DT or GCSE Art and Design provide an excellent foundation for this course.

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.

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: Ms Simpson**

**[shelley.simpson@modschoools.org](mailto:shelley.simpson@modschoools.org)**





# Employability Skills

5546

## 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: Ms Rattigan**  
**[melissa.rattigan@modschools.org](mailto:melissa.rattigan@modschools.org)**



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## 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:

- a minimum of 9 credits overall (TQT 90 hours), of which a minimum of 6 credits must be at level 2
- 5 credits must be from the two mandatory units in Group A
- 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: Ms Rattigan**  
**[melissa.rattigan@modschools.org](mailto:melissa.rattigan@modschools.org)**





# Customer Service

## NVQ (Award, Certificate and Diploma)

### 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

## 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, tototal 200 hours.

## Frequently asked questions;

### What related qualifications can you progress to?

Learners achieving the Level 3 Diploma can progress onto the Level 4 Certificate for the Advanced Practitioner I 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.

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# Early Years Educator

## 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 license to practice 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

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