



INTEGRITY • COMMITMENT • RESPECT

**ST JOHN'S  
SCHOOL**

# Sixth Form Prospectus

**September 2024**

**Eliminating educational disadvantage caused by mobility**



# Headteacher's Welcome



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Dear students,

I am delighted that you are thinking of continuing your learning with us and we warmly welcome you to St John's School: a caring, friendly and ambitious 11-18 comprehensive school serving the military communities of the Western Sovereign Base Area, Cyprus.



Whether you have been with us for all of your secondary education or a shorter period, we work really hard to support you in your learning and progress as well as helping you to grow into respectful young people, who show integrity & commitment in all you do.

We achieve this through:

- Highly qualified, UK trained specialist staff with very low pupil: teacher ratios
- Excellent teaching and learning resources, including enviable ICT facilities and support
- Wide ranging, quality curricular and extra curricular provision

The key to our students' success is a personalised approach to individual students and a positive and productive relationship between home and school. Together with parents, we can make an immense difference to your futures. The Senior leadership team, Sixth Form team and subject teachers are all on hand to support you and we have an excellent team in place to provide a wide variety of careers advice and enrichment opportunities: the Sixth Form at St John's is very much a stepping stone into Further Education or Apprenticeships.

Our Core Values of 'Integrity, Commitment and Respect' underpin all that we do and we strongly believe that every learner has a key role to play in their own success. As the oldest students in the school, you have a key role to play in maintaining our school ethos: you are an example for the rest of the school to follow. We therefore expect you to make a contribution to the everyday life of the school. This might include supporting lessons for younger years, a break duty in the Snack Shack or being a mentor to a younger student.

Our behaviour ethos is based on the mutual respect: ensuring we take time to reflect and respond to events; understanding a range of perspectives even if they do not match our own and being responsible for the choice we make and the influence these choices can have on outcomes. To support this ethos, we encourage student voice and offer multiple opportunities for students to raise concerns and suggestions and for these to be heard. We believe successful communication is at the heart of success and will endeavour to develop positive relationships with you as students and your parents.

I look forward to meeting you in the future and if you need any further information, please do not hesitate to call the school on (00-357-2596) 3888.

Yours sincerely,

Colin Guyton

Headteacher

**email:** [Colin.Guyton@modschoools.org](mailto:Colin.Guyton@modschoools.org)



# Head of Sixth Form Welcome



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Dear student,

Welcome to the exciting range of subjects and learning opportunities that await you if you make the decision to join us at St John's Sixth Form.

You are about to enter a very exciting stage in your education and we are sure you will find this guide useful in helping you to make the right decision.

Young people who join our Sixth Form benefit from the advantages that come from being part of a small and successful Sixth Form. There are many opportunities to develop your leadership skills, to volunteer and to enhance your employability. We endeavour to ensure our students have the skills to be life long learners and to seek out every opportunity to make a positive contribution to both our community and ultimately, to society.

After reading this information you have any further questions please do not hesitate to contact Mrs Bonar - Head of Sixth Form on (00-357-2596) 2328 or email: [Kelly.Bonar@modschoools.org](mailto:Kelly.Bonar@modschoools.org)





# Statement of Entitlement



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## St John's 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 a dedicated Sixth Form study room area
- Fantastic computer and internet facilities
- The Duke of Edinburgh Award Scheme
- Opportunities in Music, Drama and Sport
- Leadership and responsibility opportunities within the school environment.
- Involvement with the Mediterranean Model United Nations (debating)
- A wide and varied Post-16 experience for all students



## Broaden your Horizons

Alongside your academic courses we endeavour to offer you opportunities to broaden your horizons through a range of additional activities. We have an extensive enrichment programme providing the opportunity to develop new skills and interests. During the school day and after school, courses will be available for you to opt into. 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 and are open to suggestions for new courses that can enrich your experience at St Johns'.

- 6th Form Committee
- Sports teams
- Fitness training
- Peer mentoring
- Academic mentoring
- Charity work
- Drama productions
- School Band
- School Ambassador roles
- Opportunities for work related learning





# What is on offer?



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## A Level reforms

In 2017 the Department for Education and the exams regulator Ofqual changed A Levels. We summarise the main changes here.

The key changes to A Level:

- **A Levels will be fully linear**, with students sitting their exams at the end of the two-year course.
- **AS Levels will be stand-alone qualifications** and will no longer contribute to an A Level grade. Most subjects will only be available as an A Level at St John's.

Those subjects identified as **Gateway subjects** are:

- Mathematics and Further Mathematics
- English Literature
- Physics
- Biology
- Chemistry
- Geography
- History

## 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.

## Level 3 Vocational courses

We offer a limited range of Advanced (Level 3) Vocational courses. Again your GCSE grades will help to decide if these courses are for you. The exact detail and content of these courses can also be found later in this prospectus.









# Our Expectations



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## Student Leadership Team

Over the last academic year as a school we have established a new student leadership team, this has brought new opportunities and taught me new skills. The experiences that the role of head of school has enabled within me is far broader than any other school in the UK.



The events and activities we have planned have been credited to achievements and qualities attributing towards our next steps in either education or the workplace. The individuals we have met and worked alongside have instilled their own leadership experiences and qualities helping to shape us for the future.

**Ciara Dilley - Head Student**

*'Life is like a bicycle, to keep your balance you must keep moving'*

**We expect all students to follow our Core Values:**



## Study Expectations for success

Studying in the Sixth Form is **different** to Years 10 and 11. **You will be expected to take a lot more responsibility for your own learning.** The demands of Level 3 courses are great. It is vital, therefore, that you are committed to your courses and prepared to meet our expectations.

You will be studying fewer subjects in smaller groups with study periods when you will be expected to do further work. This will be done in the Sixth Form Study Room. For **every hour** of contact time in lessons you will be expected to do a **minimum of one hour** of private study, either at home or in school. This study must be planned and we expect it to equate to a working week of approximately 35 hours. There will always be work for you to do and it is important that you are organised and hard working. From your first day in 6th Form we have high expectations of independent learning, time management and the ability to balance work loads.

**You will never be able to say "I have no work to do"**





## Study Facilities

There is a dedicated Sixth Form Room to use for private study during your non-contact time. Your non-contact time will be used as “study periods” and these are classed as timetabled lessons. During these periods you will go to the Sixth Form Study Room for private study. This is a supervised study area where you can seek support in your chosen subjects. It is air conditioned with full internet and school network facilities where you can book to use a computer or IPAD. The study room is a ‘mobile free zone’.

The Learning and Resource Centre is another area you can use for private study in Year 13. The Resource Centre is open throughout the school day and you can use it during some of your non-contact time and other rooms for quieter study.





# Life in the Sixth Form



EXCELLENCE • LEARNING • LEADERSHIP

## iPad 1 to 1 Program

At St John's School we are committed to keeping up to date with modern trends and development in education. Our school has campus-wide broadband Wi-Fi and all our full-time Sixth Form students receive their own iPad to enhance their learning and to ensure all online resources are accessible.



## The Common Room

At break times you will have the opportunity to relax in our Sixth Form Common Room. Designed by students, it has comfortable seating and kitchen facilities that will allow you to enjoy chatting with fellow students in a welcoming and friendly environment. We hope that you, along with your fellow students, will both enjoy and take pride in it.

## The School Snack Shack

Our school day may be very different to what you have been used to. Our day starts at 8.00am and finishes at 2.00pm. We have two break times during which the Snack Shack is open for the whole school to buy food. As a Sixth Form student you are expected to take on roles of responsibility, one is to serve at the Snack Shack during some break times.





# Life in the Sixth Form



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## Sixth Form Committee

Bi-weekly meetings are held with the Head of Sixth Form to discuss charity events, social meeting and developments within the Sixth Form. The viewpoints of the Sixth Form are represented in an open and friendly forum and cascaded back to tutor groups.

## Sixth Form Social events

We are extremely proud of our social calendar which is organised by our students for our students. It aims to encourage all our students to feel part of the Sixth Form community. Activities have included The Escape Rooms, a Christmas meal and a night of bowling and a formal end of year meal. We look forward to new ideas and aim to organise an event chosen by the students every half term.



## Attendance

Research shows that attendance is crucial if students are to be successful post-16 and because of this the Head of Sixth Form closely monitors attendance. You will be expected to maintain an

attendance rate in excess of 96%, unless there is a very good reason. We assume you are part of the Sixth Form to achieve excellence in learning. There is a clear correlation between attendance and exam success and achievement. It has been proven that once attendance drops below 90% students often achieve a grade below their target.



## Missed work

If an absence is planned or the student is able to work they must contact their subject teachers and the Head of Sixth Form to request work. If an absence is unexpected or due to illness, students must, on their return, contact or see all relevant teachers to collect work and catch up as soon as possible.





## KS5 Dress expectations

Students in our 6<sup>th</sup> form have chosen to continue their studies with us and therefore, by default, agree to our 6<sup>th</sup> form dress expectations. If students do not adhere to these expectations, they will be asked to return home to change, or parents will be asked to bring in a change of clothes.

**The overall guiding principle is that dress and appearance should be appropriate for a work/business environment. Denim is not considered appropriate.**

### All 6<sup>th</sup> form students:

Tailored trousers (No jogging bottoms or jeans. No cropped trousers)

Tailored shorts (No shorter than mid-thigh, no cycle shorts or sports shorts/ jogging shorts)

Tailored skirt (No shorter than mid-thigh, no tube or stretchy skirts)

Collared white shirt or blouse - Short or long sleeved acceptable

No low-cut shirts or blouses. (Top button can be undone only)

Coloured Polo T-shirts—no casual T-shirts or any other tops. No exposed midriff.

Plain, short cardigan or jumper (No hood, no sweatshirts. No logo larger than 10p coin)

Black shoes or trainers with no logos (Must have support at heel)

No flip flops, Crocs or beach shoes

6th form hoodie -- no other hoodies are acceptable

- No extremes of fashion
- No cropped tops revealing midriff
- Underwear should not be visible
- No visible earrings other than one pair of small stud type earrings and one small nose stud. (Must be removed for PE sessions)
- Coloured nails are acceptable for 6<sup>th</sup> form students but must be an appropriate length to allow for safe participation in PE and other activities
- Students may wear headphones (to listen to music only) in the study and common room but they must not be worn in lessons, whilst sitting in areas outside or walking around the school site. If headphones are worn outside of the common room or 6<sup>th</sup> form study room then they will be confiscated and can be collected at the end of the day.



**In all matters relating to uniform it is the school's decision as to what is and is not appropriate. We reserve the right to amend this policy in the light of new fashion or trends.**

**Full information on the dress code can be found on the school's website.**







## Career Guidance

St John's School is proud of its comprehensive individualised Careers Programme for Sixth Form students. The school 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. The aim is 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. To this end, every Sixth Form student will be supported by individual careers interviews and education throughout their A Level 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 results, ensures students and parents have an opportunity to fully explore the range of study options open to them.

In the summer term of Year 12, students are supported with their UCAS applications, advised on course choices, personal statements and finance options for further education. Help finding relevant work experience can sometimes be arranged to strengthen a university application. In addition to these activities, and whenever possible, alumni are invited into school to talk to students about their experiences, careers and university courses to help give Sixth Form students a real life perspective.

The school 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.



## Will you be applying to University?

You may not be sure if this is the route for you but it is worth some consideration as your subject choices at Key Stage 5 can influence the university and the courses available to you.

The Russell Group universities have now published guidance on the subjects to choose 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.

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.



## UCAS points for University Entrance

### GCE

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



### Other qualifications

Subsidiary Sport and Travel & Tourism Cambridge Technicals ICT		Certificate in Health and Social Care		Supporting teaching and learning L3	
D*	56	D*	28	Pass	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 count AS levels if you have the full A level in the same subject.





<b>Art &amp; Design .....</b>	<b>14</b>
<b>Biology .....</b>	<b>15</b>
<b>Chemistry .....</b>	<b>16</b>
<b>English Literature .....</b>	<b>17</b>
<b>Film Studies .....</b>	<b>18</b>
<b>Geography .....</b>	<b>19</b>
<b>BTEC Health and Social Care .....</b>	<b>20</b>
<b>History .....</b>	<b>21</b>
<b>Mathematics .....</b>	<b>22</b>
<b>Vocational Qualifications .....</b>	<b>23-25</b>
<b>Physics .....</b>	<b>26</b>
<b>Product Design .....</b>	<b>27</b>
<b>Psychology .....</b>	<b>28</b>
<b>Sociology .....</b>	<b>29</b>
<b>BTEC Sport .....</b>	<b>30</b>
<b>BTEC Travel &amp; Tourism .....</b>	<b>31</b>
<b>Extended Project Qualification .....</b>	<b>32</b>





### Who should consider studying this course?

Ideally you would have successfully studied Art at GCSE achieving a good grade and have a passion and interest for the visual and creative arts. You also need to be willing to invest the time and effort to produce creative work and have maintained an up to date sketchbook and a portfolio.

### What units are studied and how are they assessed?

#### A Level Art

The course is made up of two components:

**The Personal study** which involves a practical investigation, into an idea, issue, concept or theme, supported by written material and a 3000 word essay. The focus of the investigation must be identified independently by the student and must lead to a finished body of work that demonstrates a depth of study and investigation of different media and techniques.

**The Externally Set Assignment** which culminates in a 15hr exam. Students are given an exam paper early February and have to select a question or starting point. Preparatory work is presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. The exam is usually sat around late April.

Coursework accounts for 60% and the externally set assignment 40% of the final mark.



### Frequently asked questions and future careers

**I am not sure what I want to do, why should I study this subject?** If you are interested in the Visual Arts and possibly considering a future career or arts related college/university course.

**Why do I need this A level?** It will allow you to explore new media and techniques and broaden your understanding and appreciation of Art, while building a strong portfolio of work.

**What should I do next?** It is really important that you discuss your interest in the subject, with Mr Bougeard. Arrange a time to meet and remember to bring along sketchbooks and any portfolio work you have.

*"A level Art allowed me to be creative and imaginative, to think in more than one way, to be expressive....."*

*"I really enjoyed Art and did not want to choose purely academic subjects, however it was a lot of work and extremely demanding."*

**For more information contact Mr P Bougeard**  
**Email: [Philip.Bougeard@modschools.org](mailto:Philip.Bougeard@modschools.org)**





### Who should consider studying this course?

You should have ideally obtained at least a grade 6-6 in Combined Science or a grade 6 in both Biology and Chemistry at GCSE. Grade 6 in Maths is also an advantage to successfully study Biology at A level. You should have a lively and enquiring mind and an interest in the all aspects of Biology and Biochemistry. An enjoyment of practical and independent work will also be an advantage.

### What units are studied and how are they assessed?

#### A level Biology

The course content is divided into 8 topics studied in a context led approach.

**Year 1:** Lifestyle, Health and Risk  
Genes and Health  
Voice of the Genome  
Biodiversity and Natural

resources

**Year 2:** On the Wild Side  
Immunity, Infection & Forensics  
Run for Your Life  
Grey Matter



#### Assessment

There are three exams at the end of the two year A Level, all of which are two hours long (each worth 33.3% of the total marks). Some questions on each paper are based on the 18 Core Practical experiments completed throughout the course, which also lead to the "Practical Competency Award".

#### **Student Comment:**

*"Biology is an exciting subject that highlights lots of controversial topics."* **Jodie**

*"There are lots of practicals that enhance your understanding."* **Jessica**



### Frequently asked questions and future careers

#### **Do we do practical work?**

Practical work is a key part of the course, and will count towards your "Practical Competency Award".

#### **Is there any coursework?**

No. All the assessment for the course is in the end of course exams.

#### **Future careers**

For career paths open to a Biologist visit:

[www.societyofbiology.org](http://www.societyofbiology.org)

**For more information contact Mr Glencross**  
**Email: [Arthur.Glencross@modschoools.org](mailto:Arthur.Glencross@modschoools.org)**





## Who should consider studying this course?

People who enjoy Chemistry at GCSE. You should have ideally achieved at least a grade 6 in triple Science or equivalent. Alternatively a grade 6 in Combined Science will be considered. If you enjoy doing practical experiments that will be a distinct advantage.

## What units are studied and how are they assessed?

### Physical Chemistry

In the first year 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

In the first year 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

In the first year 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 Comments:**

*"Chemistry is a difficult A Level but the topics are interesting."*

*"Chemistry is extremely challenging but helps extend the knowledge gained from GCSE."*



## Frequently asked questions and future careers

**What grades do I need at GCSE?** Ideally a 6 in triple Sciences and a 6 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 A Glencross**  
**Email: [Arthur.Glencross@modschoools.org](mailto:Arthur.Glencross@modschoools.org)**





### Who should consider studying this course?

Any student with a genuine love of literature who enjoys the in-depth analysis of literary texts. It is ideally suited to students achieving a grade 6 or above at GCSE.

### What units are studied and how are they assessed?

#### **Component 1: Drama** Paper code: 9ET0/01

Students study:

- One Shakespeare play
  - One other drama from the categories of tragedy or comedy.
- (30% of the total qualification)**

#### **Component 2: Prose** Paper code: 9ET0/02

Students study: two prose texts from a chosen theme, including at least one pre 1900 text.

**(20% of the total qualification)**

#### **Component 3: Poetry** Paper code: 9ET0/03

Students study: a selection of poetry from a post-2000 collection AND either

- a range of poetry from a literary period or
  - a range of poetry by a named poet from within a literary period.
- (30% of the total qualification)**

#### **Component 4: Coursework** Paper Code: 9ET0/04

Students study: a free choice of two texts linked by theme, movement, author or period. The chosen texts may be selected from poetry, drama, prose or literary non-fiction.

**(20% of the total qualification)**



#### **Student Comment:**

*"English has really challenged me and pushed me out of my comfort zone at many points. However, the knowledge and experience I have gained from the subject is rewarding and will benefit me greatly at university"* **Charlotte**

### Frequently asked questions and future careers

#### **How long is the A Level Course?**

The A level is a two year course.

#### **Is the A level a separate qualification?**

Yes. A level English Literature is a stand-alone qualification.

#### **How is the A level course assessed ?**

The course is assessed by a combination of open book examinations and a single coursework element.

#### **What will the course involve?**

The course will involve the detailed analytical study of the primary texts (prose, poetry and drama) and the use of a range of secondary critical texts to support and strengthen students' own original interpretations. Students will be required to participate in group discussion, give individual presentations and engage in extensive independent research. The willingness to challenge their own views and those of others is an essential skill.

#### **Future Careers?**

The study of A Level English Literature provides a good grounding which prepares students for a range of careers: journalism, publishing, editorial work, and broadcasting.

**For more information contact Miss Harper**

**Email: [Helen.Harper@modschools.org](mailto:Helen.Harper@modschools.org)**





### Who should consider studying this course?

Students should ideally have at least a Grade 4 at GCSE English as the course has a strong written focus. If you have a general interest in films and enjoy finding out about film making then this course will contain something for you.

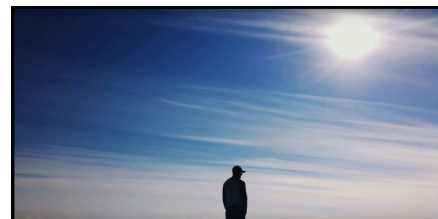
### What units are studied and how are they assessed?

#### Component 1:

Varieties of film and Filmmaking

Written exam 2½ hours - 35%

This unit will comprise of six feature length films, two from each of the following topics: Hollywood 1930-1990; American film since 2005 and British film since 1995. This year we will be studying; *Some Like it Hot*, *One Flew Over the Cuckoo's Nest*, *Sightseers*, *Shaun of the Dead*, *Selma* and *Captain Fantastic*.



#### Component 2:

Global Filmmaking Perspectives

Written Exam 2½ hours - 35%

This unit will comprise of five feature length films, two 'global films' and one from each of the following topics: Documentary, Silent, Experimental. This year we will be studying; *Pan's Labyrinth*, *City of God*, *Sisters in Law*, *Short films by Buster Keaton* and *Pulp Fiction*.

#### Component 3:

Production

In this unit students will have the opportunity to create their own short film or screenplay.



#### **Student Comments:**

*"Film Studies has shaped my whole life and as a result of this course I have chosen to study this at university."*

*"The experience of making a film (especially a zombie film) was amazing. I have really learnt a lot."*

### Frequently asked questions & future careers

#### **Why should I choose to study Film Studies?**

Film Studies provides students with an opportunity to explore aspects of film they may not have considered before.

#### **How much work will I need to do?**

The course requires a lot of personal study; in the exam, students are required to display a broad knowledge of the topics they have studied. Therefore their success depends on the depth of their research. The film project also requires good time management as this will often be completed outside of lesson time.

#### **What career can it lead to?**

Many Film Studies students have gone on to study Film, Journalism or Literature based courses at university. The breadth, depth and diversity of A Level Film Studies will prepare students for a wide range of Higher Education courses, including a growing number of specialist degrees in film itself and will be of value to those seeking employment within the television and film industries, publishing, advertising or other areas of media.

**For more information contact Mrs Stonier**

**Email: [Hayley.Stonier@modschools.org](mailto:Hayley.Stonier@modschools.org)**





### Who should consider studying this course?

It is recommended, that you have obtained at least a Grade 5 at GCSE level to study Geography at A Level. 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:**

*"Geography has inspired me to continue my studies to Higher Education and introduced me to topics that influenced my future career direction."*

*"I have enjoyed applying my geography knowledge to appreciate the impact of conflict."*

### 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 13 includes a residential at the Kathikas fieldwork centre in Cyprus. 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 Mr R Vasconcellos**  
**Email: [Ricardo.Vasconcellos@modschoools.org](mailto:Ricardo.Vasconcellos@modschoools.org)**





## Who should consider studying this course?

This one-year course is aimed at students who are interested in learning about the Health and Social Care Sector as part of a balanced study programme. It is equivalent to an AS level and supports access to a range of higher education courses when taken alongside further level 3 qualifications. No prior study of the sector is needed, but students should have a good range of GCSEs or equivalent.

## What units are studied and how are they assessed?

### Unit 1 - Human Lifespan Development - External examination

- Human growth and development through the life stages (physical, intellectual, emotional and social)
- Factors affecting human growth and development
- Effects of ageing

### Unit 5 - Meeting Individual Care and Support Needs - Internal assessment

Learners focus on the principles and practicalities that underpin the foundations of all care disciplines

- Examine principles, values and skills which underpin meeting the care and support needs of individuals
- Examine the ethical issues involved when providing care and support to meet individual needs
- Investigate the principles behind enabling individuals with care and support needs to overcome challenges
- Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.



## Frequently asked questions and future careers

### I am not sure what I want to do, why should I study this subject?

Students will be introduced to the foundations and principles of health care and social care. Students can progress into work through degree programmes in nursing, midwifery, social work, physiotherapy, occupational therapy and pharmacy - over 300 career paths available.

### Will the qualification progress to further learning?

This course is being discontinued after 2024/2025 so students will not be able to continue into Year 13.

### What careers could it lead to?

This qualification is designed primarily to support progression to employment via higher education. It also supports students choosing to progress directly to employment, as the transferable knowledge, understanding and skills will give successful students an advantage when applying for a range of entry level roles.

For more information contact Mrs Deborah Glencross  
Email: [Deborah.Glencross@modschoools.org](mailto:Deborah.Glencross@modschoools.org)





### Who should consider studying this course?

Any student who is interested in the past, has enjoyed History at GCSE gaining ideally a Grade 6 or above.

### What units are studied and how are they assessed?

#### Unit 1

**The early Stuarts, the origins of the Civil War, the execution of Charles I and the interregnum.** This unit involves studying a period of dramatic change in our nation's history; that saw the genesis of the Parliamentary system of government that we see today. **25% of final grade.**

#### Unit 2

**The Cold War in Europe 1941 to 1995.** This unit involves the study of the period of history that forms the basis of much of the modern world today. **15% of final grade.**

#### Unit 3

**Russia and its Rulers 1855 to 1964.** This unit involves the study of the creation of the world's first Communist state and the building of the Soviet superpower. **40% of final grade.**

#### Unit 4

**Coursework component 3000 words.** A free choice to research and explain an area of history that fascinates you. **20% of final grade.**



#### **Student Comment:**

*"I have greatly enjoyed my History A level and found the support from the staff excellent."*

### Frequently asked questions and future careers

#### **So why should I take History A Level?**

History A Level provides students the opportunity to extend their skills of research, analysis and evaluation, whilst studying the extremes of the human condition.

#### **What subjects does it combine well with?**

History A Level makes a good combination with the following subjects: - Business Studies, English, Geography, Psychology and RE. It also complements subjects involved in reasoning and proofs such as Mathematics.

#### **What careers can it lead to?**

**For more information contact Mr J Strang**  
**Email: [James.Strang@modschools.org](mailto:James.Strang@modschools.org)**





### Who should consider studying this course?

Mathematics A level is highly regarded by universities and employers and it is a requirement for anybody wishing to go on to study Mathematics, Engineering and many Science courses at university. You should enjoy Mathematics in its own right.

The entry requirement you should ideally have to study Maths to A level is a Grade 7 at GCSE.

### What does the course cover?

During this course you will learn to extend your knowledge of algebra and geometry from GCSE and explore the ways in which mathematics can be applied in the real world. Areas which you will cover include:

New topics such as coordinate geometry, series, differentiation and integration, all of which are highly algebraic and are an excellent introduction to maths at a higher level.

Branching further into core maths with topics such as logarithms and exponentials, radian measures and higher level trigonometry.

More complex pure maths including trigonometric proofs, further differentiation and integration as well as numerical methods for finding solutions.

Further and more complex work on coordinate geometry as well as vectors in 3D. Lots of the maths studied in earlier core modules is linked together here.

Mechanics and Statistics: this applied paper introduces students to mathematical modelling of everyday experiences, like driving a car, throwing a ball up in the air, walking across a bridge and playing snooker.



### How is the course assessed?

The course is assessed through exams only with 3 exams taken for a full A Level at the end of the 2 year course. Paper 1 and 2 are equally spread over all Pure mathematics with Paper 3 being the applied Mechanics and Statistics module. Each paper is worth 100 marks and is a 2 hour exam.

#### Student Comment:

*"A level Mathematics is really fulfilling. It is hard, but that just makes it even more rewarding when you get things right. I like the difference between Maths and the subjects that require lots of essay writing." Jasmine*

### Frequently asked questions and Future careers

#### How much work will I need to do?

Homework is set regularly and it is essential to keep on top of this, as often work in the next lesson will build on what has been set for homework.

#### What students do after A level Mathematics?

A pass in A Level Mathematics is a qualification which is much in demand. Specifically it provides a sound basis for many degree courses, and there are wide opportunities in scientific careers and in financial positions. Many seemingly unrelated professions such as the legal profession value this qualification, as an indication of a candidates power of logical thought.

#### Further Mathematics

At St John's School we offer the opportunity of doing a second A level in Mathematics to those students who have achieved the highest grades at GCSE. This is particularly suitable for students who know that they want to study engineering or mathematics at university.

**For more information contact Miss K Fox**  
**Email: [Kimberley.Fox@modschoools.org](mailto:Kimberley.Fox@modschoools.org)**





## Who should consider this pathway?

Anyone who wishes to achieve a nationally recognised qualification, alongside gaining life skills and experience in a real work environment.

## What is the course structure?

Vocational qualifications are based on the principles of Work Based Learning (WBL). Students divide their time between work placements within the community and the school. These qualifications are achieved through a process of ongoing assessment via a range of methods, including, written work, observations and evidence produced during your time in your workplace.

Typically, students can expect to split their time on a 4:1 ratio; 4 days per week on work placement and 1 day in school.

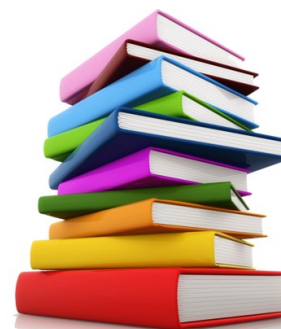
Students requiring re-sits in English and/or Mathematics will be required to do 2 days in school per week. Tuesdays and Thursday are designated school days, with Monday, Wednesday and Friday spent in placements.

## What will I be doing during school time?

Time in school will predominantly be spent working on evidence to build your online portfolio with the support of your vocational qualification assessor. However, vocational students are integrated into mainstream 6th Form activities as far as possible, attending enrichment activities and PSHE/ Careers Lessons.

Students requiring GCSE re-sits in English and/or Mathematics will also be provided with additional tuition and support. Exams are taken in November and March.

For those not working towards GCSEs, the school can also support Functional Skills qualifications in either English and/or Mathematics. Exams are sat in January and March.



**For more information contact Mrs Donnelly**  
**Email: [Karen.Donnelly@modschools.org](mailto:Karen.Donnelly@modschools.org)**





## Which vocational courses are currently offered?

Course Title
Learning to Learn
Occupational Studies for the workplace (build your own qualification) *
Employment Awareness in Active Leisure and Learning
Employment Skills
Diploma for Entry to the Uniformed Services
Support Work in Schools and Colleges
Supporting Teaching and Learning
Diploma for the Early Years Practitioner

\* Occupational Studies is a “build your own” qualification, where you can choose 4/5 units from a range of 58 options to tailor the course to your interests. These units include options such as, **Business Administration, Engineering, Sport and Customer Service**. The full list can be found here: [level-2-occupational-studies-units-version-10.pdf \(qualhub.co.uk\)](https://qualhub.co.uk/level-2-occupational-studies-units-version-10.pdf)

## Current course codes:

NCFE Level 1 and Level 2 Award in Learning to Learn  
NCFE Level 1 and Level 2 Award and 2 in Exploring Occupational Studies for the Workplace  
NCFE Level 1 and Level 2 Occupational Studies for the Workplace  
NCFE Level 2 Award in Employment Awareness in Active Leisure and Learning  
NCFE Level 2 Award in Employment Skills  
NCFE Level 1 and Level 2 Diploma for Entry to the Uniformed Services  
NCFE CACHE Level 2 Award in Support Work in Schools and Colleges  
NCFE CACHE Level 2 and Level 3 Certificate in Supporting Teaching and Learning  
NCFE CACHE Level 3 Award in Supporting Teaching and Learning  
NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning  
NCFE CACHE Level 2 Diploma for The Early Years Practitioner  
NCFE CACHE Level 3 Diploma for The Early Years Workforce (Early Years Educator)

**For more information contact Mrs K Donnelly**  
**Email: [Karen.Donnelly@modschools.org](mailto:Karen.Donnelly@modschools.org)**





**Employment areas may be subject to availability of placements, however, previously we have been able to offer:**

- Supporting Teaching and Learning
- Early Years
- Uniformed Services
- Sport/ Health and Fitness
- Retail
- Hospitality and Catering
- Business Administration
- Leisure and Tourism
- Employability and Social Development
- Warehousing and Logistics
- Engineering (motor vehicle)

## **Where are my placements?**

Given our location, placements are limited to those within the SBA areas and are subject to change. In previous years, these have included employers across a range of sectors; public, private and charity such as:

Akrotiri Primary School  
BARC  
CESSAC  
Sodexo  
Thrift shop

Akrotiri Gym  
Akrotiri Logistics Section  
Episkopi Primary School  
R.E.M.E.  
Episkopi Early Years

## **Frequently asked questions and future careers**

### **What careers can this lead to?**

The foundation skills and competencies developed on a vocational course prepare students for employment across the public, private and charitable sectors, in a wide range of roles such as: careers in the military, office based roles, teaching support and team management to name but a few!

### **Are Vocational Qualifications recognised in Higher and Lifelong Learning institutions?**

The simple answer is 'Yes', as level 2 qualifications your vocational qualification provides a stable building block on which to progress to level 3 vocational courses.

Some of the Level 3 courses that are on offer also carry UCAS points which can be used to support an application for higher education.

**For more information contact Mrs K Donnelly  
Email: [Karen.Donnelly@modschools.org](mailto:Karen.Donnelly@modschools.org)**





### Who should consider studying this course?

People who enjoy Physics at GCSE. You should have ideally achieved at least a grade 6 in triple Science or equivalent. If not then a Grade 6 in double award Science. If you enjoy doing practical experiments that will be a distinct advantage.

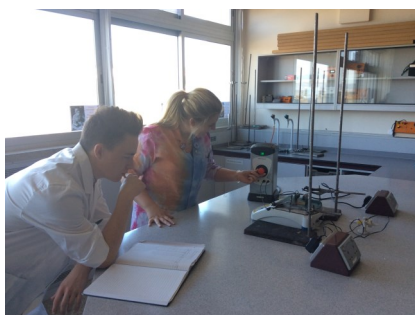
A level Physics teaches you about the physical world we live in and how things behave in our universe, from the tiniest fundamental particles to its creation. It is the fundamental science behind all the other sciences.

### What units are studied and how are they assessed?

The course we offer at St John's aims to reflect Physics as it is practiced and used today. Physics is at the heart of everything and is a highly rewarding subject to study at A Level. Whilst physics is a very broad subject, this course succeeds in giving students a solid foundation for further studies.

First Year	Second Year
Development of practical skills in Physics	Development of practical skills in Physics
Foundations in Physics	Newtonian world and Astrophysics
Forces and motion	Particles and Medical Physics
Electrons, waves and photons	

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 marks for A-level Physics are based on what you learn during practical work.



#### Student Comment:

*"You learn so much via practical lessons and demonstrations. The work can be tough but getting a good result is always so rewarding. I'd recommend this to anyone who wonders how every thing works"*

### Frequently asked questions and future careers

#### What grades do I need at GCSE?

At least a grade 6 in Maths and Combined Science/Physics.

#### Do I need to do A level Maths?

It would be highly recommended. A Level Physics now includes a 40% Mathematical skill component. and although taking A Level mathematics is not a prerequisite, maths students tend to perform much better.

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

Physics is a practical subject and there is great emphasis on learning through discovery/investigation.

#### How does A level Physics differ from GCSE?

A level Physics is a lot more in depth and involves much more independent and practical work.

#### What are the career options?

There is a huge national shortage of skilled Physicists and therefore Physics offers many opportunities post-18. Many employers actively seek out people who can prove their ability to think logically, understand complex ideas and apply them to the real world.

For more information see [www.physics.org/careers](http://www.physics.org/careers)

**For more information contact Ms Robertshaw**  
**Email: [Nichola.Robertshaw@modschools.org](mailto:Nichola.Robertshaw@modschools.org)**





### Who should consider studying this course?

Any student who is creative and who has enjoyed a Design and Technology option at GCSE, ideally gaining a Grade 5 or above.

### What units are studied and how are they assessed?

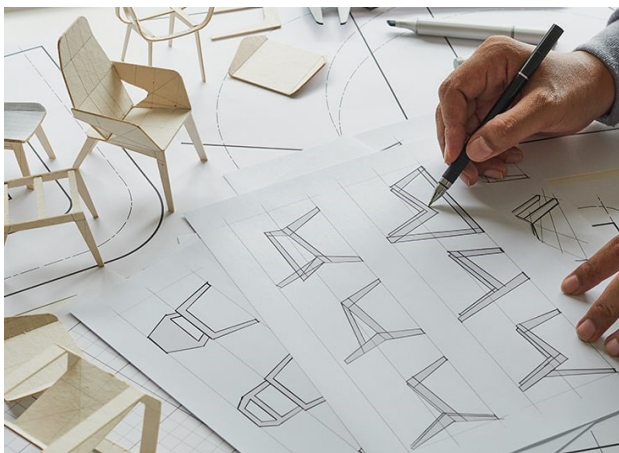
**Unit 1: Core technical principles.** Much of this theory will be taught practically through a coursework project that will make up a portfolio of work. This is assessed by a 2 hour examination and accounts for 25% of the A-Level.



**Unit 2: Additional specialist knowledge.** Here we look at specialist Product Design knowledge, through both practical and theory lessons. We study a diverse range of topics, including modern materials and manufacturing processes. This is assessed by a 2 hour examination paper and accounts for 25% of the A-Level.



**Unit 3: Coursework Design Project.** Students have the freedom to tackle a design problem of their own choice. This is where they can specialise in an area of their own expertise/interest, be it graphics or resistant materials. It involves designing and manufacturing one single product and accounts for 50% of the A-Level.



#### Student Comments:

*"Product Design offered me a fantastic experience in both creative and practical skills. Staff offered wonderful support and helped me achieve my highest quality work".*

### Frequently asked questions and future careers

#### So why should I take Product Design?

Students often find that it is an enjoyable subject adding variety to the academic week. The department has excellent value added scores for all of their students and a 100% pass rate.

#### What subjects does it combine well with?

The A level makes a good combination with the following subjects: - Business Studies, Art and Design, Maths and Physics. There are many careers following this course including engineering and all aspects of design and manufacturing.

#### What careers can it lead to?

This A Level is a great route into any area in the design industry. In addition to this the results are outstanding and students often find that they use their D&T points to access any number of higher education routes.

**For more information contact Ms E Dunmore**  
**Email: [Elizabeth.Dunmore@modschoools.org](mailto:Elizabeth.Dunmore@modschoools.org)**





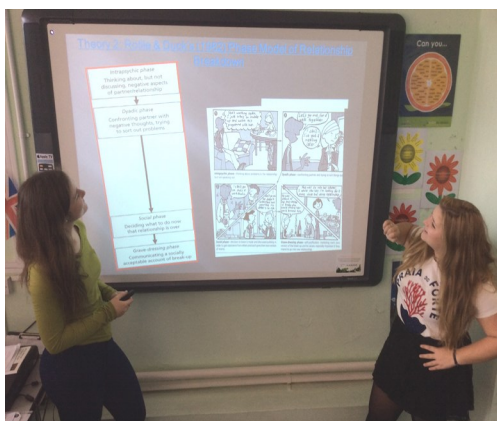
### Who should consider studying this course?

This course is an introduction to Psychology for anyone who has an interest in human behaviour and why humans behave in the ways that they do. We delve into the big questions such as:: How can we define mental health? Do our family relationships affect our romantic relationships later in life? Why do people conform and obey? What causes someone to turn to crime?

### What units are studied and how are they assessed?

A level Psychology is comprised of three exam papers, each worth 33.3% of the total marks. Each paper is two hours long and a mixture of short answer questions and extended writing.

- **Paper 1 - Introduction to Psychology.** Topics covered include Social influence, Memory, Attachment and Psychopathology.
- **Paper 2 - Psychology in context.** Topics covered include Approaches to Psychology, Biopsychology and Research methods
- **Paper 3 - Issues and options within Psychology. Issues and options within Psychology.** Topics covered include Forensic Psychology, Relationships, Schizophrenia and Issues and Debates.



#### Student Comment:

*'It's something totally different to GCSE and you can really relate to the content.'* **Charlotte**  
*"The discussions are thought provoking and make you question how people interact."* **Callie**

### Frequently asked questions and future careers

#### What GCSE grades do I need to study Psychology?

Few people get the chance to study GCSE Psychology so prior knowledge is not needed.

The course comprises of a lot of essay writing and statistics so it is recommended that you have at least a grade 5 in English and Maths.

There is a great deal of Science in the course, specifically Biology (the human body) and Neurochemistry (Brain chemistry) so a grade 5 in a Science is a must.

#### What use is Psychology to me?

Almost all careers have some component of Psychology within them so it is a very useful A level to study in a range of fields.

For more information contact Miss Chelsey Sofianos  
Email: [Chelsey.Sofianos@modschoools.org](mailto:Chelsey.Sofianos@modschoools.org)





## Who should consider studying this course?

Sociology means learning about people and society. From birth, the people around us have influenced who we are and what we become. From the moment you begin the course, you will be a sociologist. You will study the society we live in and try to understand what makes people behave in certain ways, hold particular beliefs and what influences them to make their individual life choices. You will participate in research and discussion as well as developing your ability to analyse and present your findings in essays and presentations.

### Qualities & qualifications needed to be successful:

- Must have an interest in 'what makes society work'.
- An ability and desire to read extensively outside of the classroom, including current affairs and complete independent learning of other kinds.
- Must have a good writing style and willingness to write extended essays.

## What units are studied and how are they assessed?

### Course Content – Year 1

**Research methods** - Looking at how data can be collected and evaluating methods such as interviews, questionnaires and experiments.

**Education** - Students look at theories relating to education and link in their work on research methods to look at studies in education.

**Family and Households** - Students look at family types and the role of the family in socialisation.

### Course Content – Year 2

**Crime and deviance** - Students look at the issue of crime in society including the roles of gender, ethnicity and class influencing crime.

**Beliefs in society** - The relationship and influence between and on religion including mainstream as well as cults, sects and new age movements.

### Assessment Details:

**Paper 1:** Education with Theory and Methods  
(33.3% A level)

**Paper 2:** Topics in Sociology (33.3% A level) Including Relationships and Beliefs in Society

**Paper 3:** Crime and Deviance with Theory and Methods  
(33.3% A level)

All papers have a mix of short and extended essay style questions.

## Frequently asked questions and future careers

### What GCSE grades do I need to study Sociology?

- Knowledge and competence in statistical mathematics.
- Grade 5 in English language

### What use is Sociology to me?

The course would lead to higher education opportunities, such as studying social sciences, criminology, politics or social policy. It could lead to careers in policy making in the government, social work, researcher posts or teaching.

**For more information contact Ms Papaioannou**  
**Email: [Samantha.Papaioannou@modschools.org](mailto:Samantha.Papaioannou@modschools.org)**





## Who should consider studying this course?

BTEC Sport is a diverse and wide ranging course. You need an obvious interest in PE and sport as well as a lively and enquiring mind. Being a keen performer helps as the course involves some practical aspects. You **must** also **have** a genuine **interest** in the **theory** side of the subject as a lot of the course will be delivered in the classroom. You need to be willing to explore new ideas independently and be able to communicate them effectively. If you enjoy sport and sporting issues and want to develop your all round knowledge of the subject, this course could be for you.

## What units are studied and how are they assessed?

Pearson BTEC Level 3 National Extended Certificate in Sport				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	Anatomy and Physiology	120	Mandatory	External
2	Fitness Training and Programming for Health, Sport and Well-being	120	Mandatory and Synoptic	External
3	Professional Development in the Sports Industry	60	Mandatory	Internal
<b>Optional units – learners complete 1 unit</b>				
4	Sports Leadership	60	Optional	Internal
5	Application of Fitness Testing	60	Optional	Internal
6	Sports Psychology	60	Optional	Internal
7	Practical Sports Performance	60	Optional	Internal



### Student Comment:

*"Studying BTEC Sport has given me a great foundation to move onto my university course. Learning about how the body works to enable me to perform at my best has really interested me."*

**J.F 2018**

## Frequently asked questions and future careers

### Do I have to be a good sports performer?

No, very little of the course is practically assessed.

### Do I need GCSE PE to take this course?

Yes, it is advised (or level 2 BTEC sport). Otherwise, you will not have the basic knowledge and understanding needed to cope with the demands of the BTEC.

### How are the units assessed?

Units 1 and 2 will be assessed with an **external exam**.  
Units 3-7 will be **assignment based**.

### Which units do St John's Cover?

We will cover unit 1,2,3 in increased detail as these units are compulsory. Depending on the interests/strengths of the class we can be flexible about the final unit as we can choose one from Unit 4,5,6 or 7.

**For more information contact Mr F Marsden**

**Email: [Frank.Marsden@modschoools.org](mailto:Frank.Marsden@modschoools.org)**



# National Extended Certificate In Travel & Tourism (Level 3)

Pearson BTEC



INTEGRITY • COMMITMENT • RESPECT

## Who should consider studying this course?

This course is aimed at students with an interest in travel and tourism who want to continue their education through applied learning and who aim to progress to higher education. No prior study of the sector is needed, but students should have a good range GCSE's or equivalent along with a genuine interest in the industry.

## What units are studied and how are they assessed?

**Three** mandatory units, covering the following content areas:

- **Unit 1: World of Travel and Tourism.** This externally assessed unit looks at the many different influences in the travel industry and how these change in response to social, economic and political developments.
- **Unit 2: Global Destinations.** This externally assessed unit will include time to research different destinations and then will include a decision making task where you are expected to justify choices.
- **Unit 3: Principles of Marketing in Travel and Tourism.** This internally assessed unit requires you to complete an assignment linked to marketing and customer satisfaction. You will investigate the use of marketing in travel and tourism organisations and how to meet customer expectations in order to inform a promotional campaign of your own. This is an evaluative unit which requires you to use the knowledge from the other three units.



**One optional unit: Visitor Attractions.** This internally assessed unit requires you to complete a written assignment and use analytical skills to investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to diverse visitor needs and the importance of delivering a memorable visitor experience.

## Frequently asked questions and future careers

### I am not sure what I want to do, why should I study this subject?

Students can progress to higher education, for example to courses related to business, tourism management and events management.

### What subjects does it combine well with?

The course would be complimented by studying business or ICT.

### What careers could it lead to?

This qualification, when studied with other level 3 qualifications, is designed primarily to support progression to employment following further study at university. However, it can support students progressing to employment directly, or via an apprenticeship. It will provide transferable knowledge, understanding and skills that will be an advantage when applying for a range of industry linked training programmes, or apprenticeships in the travel and tourism sector or another sector of their choice.

**For more information contact Mr Vasconcellos**  
**Email: [Ricardo.Vasconcellos@modschools.org](mailto:Ricardo.Vasconcellos@modschools.org)**





## Who should consider studying this course?

Students who want to extend their knowledge from an area of study or pursue an area of personal interest should consider this qualification. The EPQ is a well-recognised qualification by universities, apprenticeships and employers, gaining a student UCAS points equivalent to half an A-level. This self-directed project allows students to select an appropriate topic of their choice and then design,

## What units are studied and how are they assessed?

The EPQ is 100% evidence based and has no exams. The course should span 120 hours of work, including a 30-hour taught programme and bi-weekly supervisor sessions.

Course content:

1. Manage: Identify, design, plan, and complete an individual project applying a range of skills, achieve set objectives.
2. Use Resources: Research, critically select, organise and use information from a range of resources.
3. Develop and Realise: Select and use a range of skills, including new technologies and problem-solving, to make critical and achieve planned outcomes.
4. Review: Evaluate all aspects of the extended project, including outcomes, objectives and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in an appropriate format.

## The assessment is comprised of evidence from 3 main areas:

- The Production Log and Assessment Record including the Project Proposal, Presentation Record and Candidate Record Form.
- The Project Product consisting of a 5,000-word written report or an Artefact with a 1,000-word report.
- The live presentation to a non-specialist audience.

## Frequently asked questions and future careers

### What subjects does it combine well with?

The EPQ combines well with all Level 3 subjects and is open to students who are undertaking A levels, BTECs and Vocational qualifications. Many students undertake the EPQ as an additional extra alongside their main studies to boost their university applications.

### How long is the course?

The project should evidence 120 hours of study including a 30-hours taught programme and bi-weekly supervisor sessions. The remaining hours are spent researching, designing, planning, writing and presenting the project. The EPQ is taught over 3 terms from September to May.

### Future careers?

The EPQ will develop a range of skills such as research and critical thinking skills, which help to prepare students for the demands of university or further education. The project may be particularly valuable to careers as a project administrator, research assistant or project manager.

**For more information contact Mrs Bonar**  
**Email: [K.Bonar@modschools.org](mailto:K.Bonar@modschools.org)**



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