



INTEGRITY • COMMITMENT • RESPECT

**ST JOHN'S**  
SCHOOL



# 2026

## **SIXTH FORM PROSPECTUS**



September 2026

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.

This is an exciting and important stage in your life, a time to deepen interests, challenge yourself, and prepare for what might come next.

As a small school we provide a supportive, close-knit environment where every student is known, supported and encouraged to thrive, both academically and personally. There are many opportunities to develop leadership skills, volunteer and 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 to society more broadly.

If after reading this information you have any questions or require any additional information please do not hesitate to contact Mr O'Missenden - Head of Sixth Form on (00-357-2596) 8027 or email: [daniel.o'missenden@modschoools.org](mailto:daniel.o'missenden@modschoools.org)



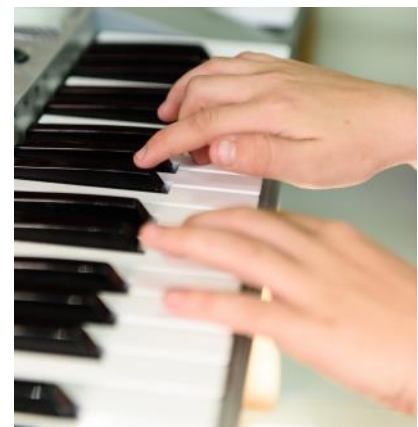
# Statement of Entitlement



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## St John's School offers:

- A range of A Level 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 Student Leadership Teams
- Sports teams
- Peer mentoring
- Academic mentoring
- Charity work
- Drama productions
- 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.

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.



# What is on offer?



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## What courses should you take?

A minimum of five Grade 5's at GCSE level, to include English and Mathematics, is the minimum entry requirement to commence Level 3 BTEC courses. A minimum of 8 grade 5 to include English and Maths to access A Level. We also ask for a minimum of Grade 6 in any subject you wish to continue at A Level Grade 7 in Science and Maths.

### **Pathway 1 – A Levels** (or A levels and BTEC combined)

8 GCSEs at grade 5 or above including English and Mathematics. (All courses will require grade 6 or above to ensure students are able to cope with the demands of the A level course with grade 7 required for Maths and Science.

### **Pathway 2 – BTEC only**

5 GCSEs at grade 5 or above, including Maths and English.

**Pathway 3 - Level 2 Vocational Qualifications** in Learning to Learn, Occupational Studies for the workplace, 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 Early Years Practitioner.

No minimum requirements for Level 2.

In addition, we are able to offer GCSE resit English and Maths, and if needed, Functional Skills English and Maths, for Vocational Qualification students.

Please do not hesitate to contact the Sixth Form Office on 357 25 968027 if you have any queries or would like to discuss studying at St John's Sixth Form.

## PSHE/RSE

PSHE/ Careers sessions are also delivered on a weekly basis as integral timetabled sessions and are compulsory.

There are many options for exploration and development within both programmes and lessons are tailored to suit the needs of the group.

## Can I choose any subject?

The answer, unfortunately is 'no', only **ONE** subject can be chosen from **EACH** of the option blocks.

To view option blocks, please visit the school website: [www.stjohnsschoolcyprus.com](http://www.stjohnsschoolcyprus.com) and follow the link to the Sixth Form Prospectus.

The blocks for 2025/2026 will be available from April 2025 onwards.



# Our Expectations



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## Student Leadership Team

We are honoured to have continued the Student Leadership Team for 2026. Our team is made up of a very committed collection of students, some of whom have been attending school here in Episkopi since primary school. We work as one united team to strategically work towards making a positive impact for St John's School.

Continuing in the steps of our preceding leaders from the past 3 years, we have already begun innovation and expanding on new student projects such as STEM learning support, giving academic opportunity for the entire needs, our academic, arts, and community leaders are collaborating to introduce fresh activities into our most popular school events, (Cyprus day, Christmas / Easter celebrations).

We look forward to welcoming you to our sixth form.



## 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 and in smaller groups. 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 workloads.

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

## Independence in the Sixth Form

Since Christmas 2025 we have been trialling our new pastoral tracking system to support students to remain focused and on track with their learning. This system provides students with the opportunity to take ownership of their learning and enjoy additional freedoms where the evidence shows they have remained on track.

During non-timetabled periods, students who are on **green** will have the freedom to choose how they use their time. This may include remaining in school to work in the study room or relax in the common room, or choosing to leave the school premises or go home. This approach reflects our commitment to treating our Sixth Form students as young adults and supporting them in developing the self-management skills they will need beyond school.

Students will remain on **green** provided they are up to date with deadlines, demonstrate a positive attitude and engagement in lessons, and maintain attendance above 96% over a fortnightly period. Where these expectations are not met, a student may be moved to **red**. In this instance, these freedoms will be temporarily rescinded, and the student will be required to work in the study room during all non-timetabled periods. Students placed on **red** will remain so for the following fortnight, after which the process will restart and progress will be reviewed.

We believe this system strikes an appropriate balance between independence and responsibility, and we look forward to working closely with students and families as we move forward.

# Student Support



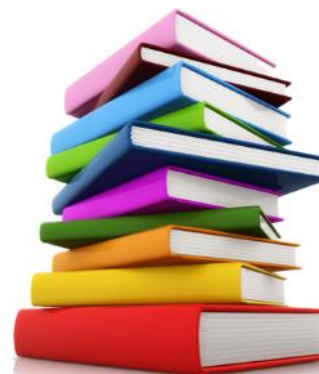
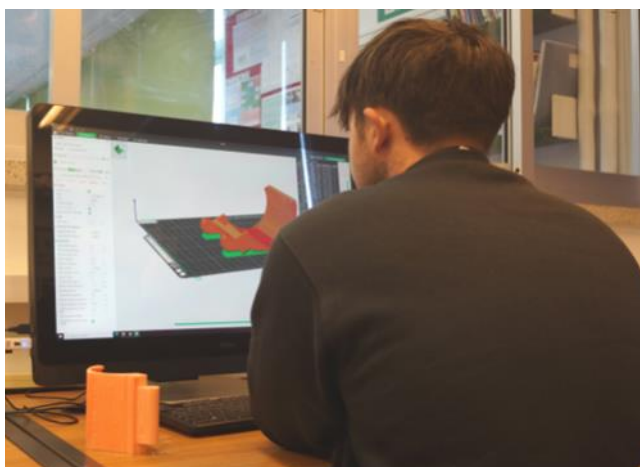
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## Study Facilities

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



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## 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.



# Life in the Sixth Form



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## Sixth Form Senior Leadership Team

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 cinema visits, Christmas meal, Manchester trip, Mall trips 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. Below 85% we would ask students to resit the year or leave 6th form.

## 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.

If students have medical appointments they must provide evidence of this and should aim to avoid lessons.

# Dress Code



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## 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) One colour.

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

Tailored skirt (No shorter than 10cm above the knee, 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.
- Mobile phones only to be seen in common room times.



**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

### Introduction

Here at St John's, our goal is to provide you with the guidance and resources needed to make informed decisions about your future career paths. Whether you're aiming for university, an apprenticeship, or entering the workforce, we are here to support you every step of the way.

An initial interview, in conjunction with the Head of Sixth Form following GCSE results, ensures both students and parents have an opportunity to fully explore the range of study options open to them and make the right choices to ensure success.

### Career Guidance and Support

Our dedicated 6<sup>th</sup> form team offers personalized advice and support to help you explore your options and plan your future. Services include:

- **One-on-One Career Guidance:** Personalized sessions to discuss your interests, strengths, and career aspirations with your tutor.
- **Workshops, Seminars and lessons:** covering topics such as CV writing, interview skills, and job search strategies.

### University Preparation

For students aiming to continue their education at university, we provide:

- **UCAS Application Support:** Guidance on completing your UCAS application, including your personal statement in line with the new requirements.
- **University Visit:** An organized trip to the UK to visit various universities to help you make informed choices.
- **Course Guidance:** Guidance in researching suitable university courses and accessing super-curricular opportunities to enhance your applications.

### Apprenticeships and Vocational Training

If you're considering an apprenticeship or vocational training, we offer:

- **Apprenticeship Information Sessions:** Learn about different apprenticeship opportunities and how to apply.
- **Employer Partnerships:** Collaborations with local businesses to provide work experience placements.
- **Vocational Courses:** A range of courses designed to equip you with practical skills for specific industries through the online UCAS and Unifrog platforms.

### Employment Opportunities

For those looking to enter the workforce directly, we provide:

- **Job Search Assistance:** Help with finding job openings and preparing job applications.
- **Interview Preparation:** Mock interviews and feedback to boost your confidence and performance.



## 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

BTEC National Extended Certificate Level 3	
D*	56
D	48
M	32
P	16

# Options: Subject Index



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### Who should consider studying this course?

Ideally you would have successfully studied Art at GCSE achieving a grade 6 or higher, and have a passion and interest for the visual and creative arts. The personal study involves a practical investigation, into an idea, issue, concept or theme, supported by research/sketchbook/s and 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. There is a clear expectation that students engage in independent study both in school and at home.

### 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@modschoools.org](mailto:Philip.Bougeard@modschoools.org)**



### Who should consider studying this course?

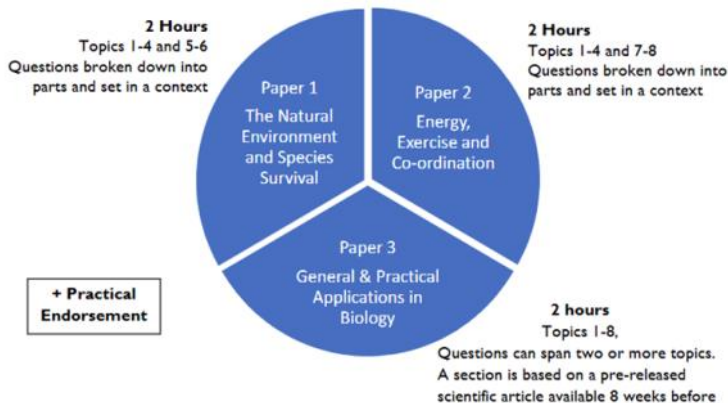
In order to succeed at A Level Biology, you will need a solid scientific background with at least a Grade 7 in Biology, Chemistry and Maths GCSE. The course encourages students to develop a greater understanding of biological facts and principles and an appreciation of their significance in our changing world.

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

#### A level Biology

The course content is divided into 8 topics

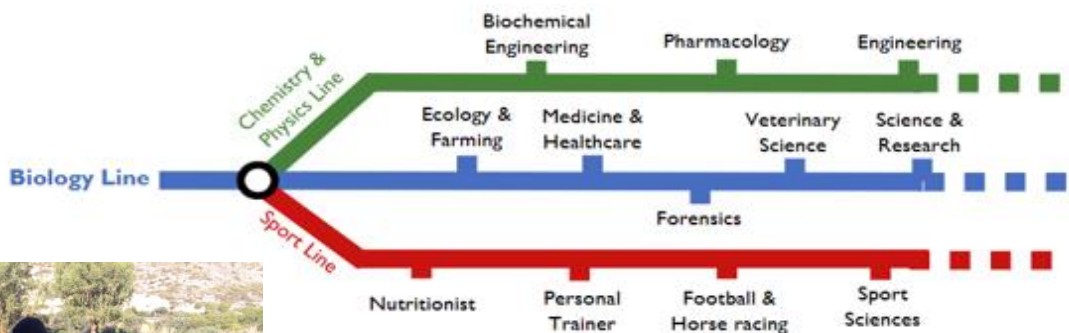
- Year 1:** Lifestyle, Health and Risk  
Genes and Health  
Voice of the Genome  
Biodiversity and Natural
- Year 2:** On the Wild Side  
Immunity, Infection & Forensics  
Run for Your Life  
Grey Matter



#### 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".

### Where can Biology take you?



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



### Who should consider studying this course?

A-level Chemistry is a rigorous and highly respected academic course that develops a deep understanding of the substances that make up our world and how they interact. The course is ideal for students who enjoy problem solving, practical work and logical thinking, and who wish to study science, medicine or engineering at university.

Assessment is through written examinations at the end of Year 13, alongside a Practical Endorsement which recognises competence in laboratory techniques and scientific investigation.

### Course Content

The course is divided into three main areas:

#### Physical Chemistry

Energy changes, rates of reaction, chemical equilibria and electrochemistry. Students learn how reactions occur, why they happen at different speeds and how chemists control and optimise industrial processes.

#### Inorganic Chemistry

Atomic structure, bonding and the chemistry of the periodic table, including metals, transition elements and their reactions. Students learn how the structure of substances determines their physical and chemical properties.

#### Organic Chemistry

The chemistry of carbon compounds, including hydrocarbons, alcohols, polymers and pharmaceuticals. Students study reaction mechanisms, synthesis and analytical techniques used to identify unknown compounds.

#### Practical Work

Students complete a wide range of required practical activities, developing skills such as:

- Accurate measurement and titration
- Reflux and distillation
- Chromatography
- Qualitative analysis of unknown substances

Data processing and evaluation of uncertainty

#### Progression

Chemistry is one of the most versatile A levels and is strongly recommended (and often required) for degrees such as:

Medicine, Dentistry, Veterinary Science, Pharmacy, Chemical Engineering, Biochemistry, Materials Science and Natural Sciences.

It is also valued for careers in finance, law and data-driven professions because of the analytical and mathematical skills it develops.

**For more information contact Ms Robertshaw**  
**Email: [Nichola.Robertshaw@modschools.org](mailto:Nichola.Robertshaw@modschools.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@modschoools.org](mailto:Helen.Harper@modschoools.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 (22%)  
Landscape systems - Coastal, Glacial or Dry (2 of 3)  
Earth Life Support Systems - Water and Carbon cycles  
Geographical Skills

#### Unit 2: Human interactions

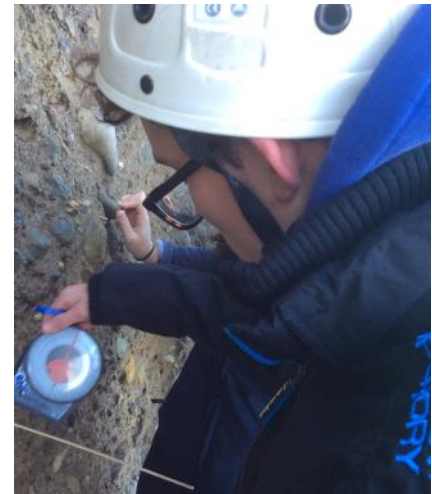
1 hour 45 minute exam (22%)  
Changing Spaces; Making Places - From local to global scales  
Global Connections - Migration and Power and Borders  
Geographical Skills

#### Unit 3: Geographical Debates

2½ hour exam (36%)  
Study 2 of 5  
Disease Dilemmas 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@modschools.org](mailto:Ricardo.Vasconcellos@modschools.org)**



### Who should consider studying this course?

Any student who is interested in furthering their German skill, has enjoyed German at GCSE gaining ideally a Grade 6 or above.

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

#### Year 12

Theme 1: Social issues and trends, including the environment, work and education.

Theme 2: Artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

#### Year 13

Theme 3: Immigration and the multicultural German society

Theme 4: The reunification of Germany

One text and one film are studied. These are examined in the written examination.

Students complete an individual research project on a topic of their choice. This is examined in the speaking exam.

Paper 1: Listening, reading and translation – based on the topics above. 40% of the final grade.

Paper 2: Written response to works and translation – response to the film and literary text. 30% of the final grade.

Paper 3: Speaking – based on the topics and the individual research project. 30% of the final grade.



### Frequently asked questions and future careers

#### So why should I take German A-Level?

It deepens your understanding of German-speaking cultures through film, literature, and politics, while boosting communication skills, critical thinking, and providing access to top universities, especially given the current shortage of German speakers in the UK. Due to the low number of students taking German at A-level (less than 0.3% of entries), having this qualification can make you stand out to competitive universities.

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

It pairs well with many other subjects (Law, Business, History, Sciences) and often leads to a year abroad, providing invaluable experience with multinational companies.

#### What careers can it lead to?

German is highly valued in international relations, law, journalism, and business, as it is the most widely spoken native language in Europe and a major economic language. It leads to careers in the business world, sciences, civil service, education, tourism, cybersecurity, interpreting, translating, gaming, fashion and the arts.

For more information contact Mr J Gleed  
Email: [Jon.Gleed@modschools.org](mailto:Jon.Gleed@modschools.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

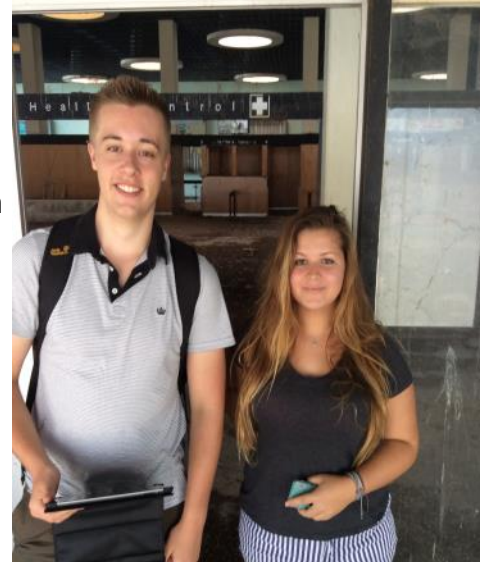
**The Cold War in Europe 1941 to 1995.** This unit involves the study of the period of history that forms the basis of much of the modern world today. **15% of final grade.**

#### 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?**

There are many careers which follow on from a History A Level. Perhaps the best known are the law, journalism and banking.

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

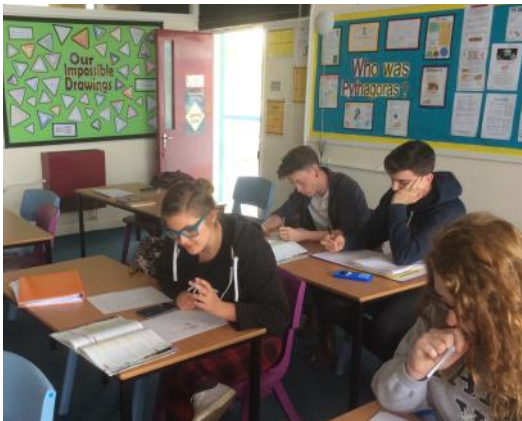
New topics such as coordinate geometry, series, differentiation and integration, all of which are highly algebraic and are an excellent introduction to maths at a higher level.

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 studying this course?

OCR A-level Physics is a challenging and rewarding academic course that develops an understanding of the fundamental laws governing the universe. Equivalent to one full A level, it is ideal for students who enjoy mathematics, problem solving and practical investigation, and who want to understand how the physical world works — from subatomic particles to galaxies.



The course combines theoretical study with practical experimentation. Students learn how physicists model the world using measurement, mathematics and evidence, and apply their knowledge to real situations such as engineering systems, medical imaging, electronics and energy production.

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

#### Mechanics and Materials

Motion, forces, momentum, energy and the properties of materials. Students analyse motion mathematically and learn how structures are designed to be safe and efficient.

#### Electricity and Waves

Electrical circuits, resistivity, power and alternating current, alongside wave behaviour including sound, light, refraction and interference. Applications include fibre optics, communications and imaging technologies.

#### Fields and Particle Physics

Gravitational, electric and magnetic fields, nuclear radiation and the structure of matter. Students explore how particles interact and how physics explains phenomena such as radioactive decay and particle accelerators.

#### Modern Physics and Astrophysics

Quantum behaviour, photons, nuclear processes and the life cycle of stars. Students examine how physics explains the formation of elements and the evolution of the universe.

#### Practical Work

Students complete a range of required practical activities developing skills such as:

- Precision measurement and uncertainty analysis
- Investigating motion and acceleration
- Electrical circuit construction and testing
- Determining physical constants
- Data processing, graphing and evaluation

#### Progression

Physics supports progression to a wide range of degree courses including: Physics, Engineering (Mechanical, Electrical and Aerospace), Astrophysics, Mathematics, Computer Science, Architecture, Medical Physics and many technology-related fields. It is also highly valued in careers such as finance, data science and software development due to the analytical and mathematical skills it develops.

#### Frequently asked questions and future careers

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

At least a grade 7 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. Although taking A Level mathematics is not a prerequisite, maths students will 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 Engineers 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@modschoools.org](mailto:Nichola.Robertshaw@modschoools.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 90 minutes examination and accounts for 20% 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 hours and 30 minutes examination paper and accounts for 30% 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: - 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@modschools.org](mailto:Elizabeth.Dunmore@modschools.org)**



# Extended Project Qualification (Level 3)

AQA 7993



INTEGRITY • COMMITMENT • RESPECT

## 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



## 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 Miss Sofianos**  
**Email: [Chelsey.Sofianos@modschoools.org](mailto:Chelsey.Sofianos@modschoools.org)**



# National Extended Certificate in Applied Science (Level 3)

Pearson BTEC



INTEGRITY • COMMITMENT • RESPECT

## Who should consider studying this course?

The Pearson Level 3 Alternative Academic Qualification (AAQ) BTEC National in Applied Science is designed for students who enjoy science and want to develop scientific knowledge alongside hands-on laboratory and investigative skills.

Assessment is a balanced combination of coursework assignments, practical investigations and external examinations, allowing students to demonstrate understanding in a variety of ways.

Students study core scientific principles across biology, chemistry and physics, while also developing the organisation, communication and independent learning skills required for higher education and employment.

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

All students complete four mandatory units, units 1,2,3 and 4 are external assessments via exam, the other units are internal coursework.

1. Principles and Applications of Biology  
Cell structure, biological molecules, enzymes, and how living systems function.
2. Principles and Applications of Chemistry  
Atomic structure, bonding, the periodic table and chemical properties of materials.
3. Principles and Applications of Physics  
Waves, forces, electricity and their applications in real-world contexts such as transport and construction.
4. Practical Scientific Procedures and Techniques  
Laboratory skills used across science including chromatography, colorimetry, measurements and electrical circuits.

Students will also study optional units such as scientific investigation, research methods and evaluating scientific information in modern contexts.

### Skills Developed

The course places strong emphasis on transferable skills valued by universities and employers, including:

- Practical laboratory competence
- Data analysis and evaluation
- Research and extended writing
- Critical thinking and problem solving
- Time management and meeting deadlines
- Evaluating scientific claims and sources of information



### Progression

This qualification is intended primarily for students progressing to higher education. It supports entry to a wide range of science-related degree courses, including:

Biomedical Science, Forensic Science, Nursing, Environmental Science, Sports Science, Psychology, Pharmacy and Health Sciences. It also provides a strong foundation for higher apprenticeships and employment in laboratory, healthcare and technical science roles.

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

# National Extended Certificate in Sport (Level 3)

## Pearson BTEC



INTEGRITY • COMMITMENT • RESPECT

### 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)**



## 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 under examination conditions 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 under examination conditions 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@modschoools.org](mailto:Ricardo.Vasconcellos@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.

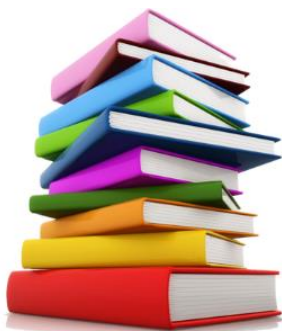
## What will I be doing during school time?

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.Donnely@modschoools.org](mailto:Karen.Donnely@modschoools.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 - Level 2

\* 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](http://level-2-occupational-studies-units-version-10.pdf) ([qualhub.co.uk](http://qualhub.co.uk))

### **Current course codes:**

NCFE Level 1 Certificate in Occupational Studies for the Workplace Ref: 601/1088/0  
 NCFE Level 1 Award in Preparing to Work in Schools 603/2477/6  
 NCFE Level 2 Award in Occupational Studies for the Workplace Ref: 601/1424/1  
 NCFE Level 2 Certificate in Occupational Studies for the Workplace Ref: 601/1423/X  
 NCFE Level 1 Diploma for Entry to the Uniformed Services Ref: 601/2457/X)  
 NCFE Level 2 Diploma for Entry to the Uniformed Services Ref: 601/2456/8  
 NCFE CACHE Level 2 Award in Support Work in Schools and Colleges Ref: 603/2478/8  
 NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning Ref: 603/2476/4  
 NCFE CACHE Level 3 Award in Supporting Teaching and Learning Ref: 603/2495/8  
 NCFE CACHE Level 3 Certificate in Supporting Teaching and Learning Ref: 603/2498/3  
 NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning Ref: 603/2496/X  
 NCFE CACHE Level 2 Diploma for The Early Years Practitioner Ref: 603/3723/0

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

Episkopi Primary School  
The Forces Store  
Mitie

## **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?

You will need to continue studying AQA GCSE English Language if you are attending St John's Sixth Form and you do not currently have a grade 4 or above in either English Language or English Literature.

Students who did not achieve a grade 4 or above in English Language but did in English Literature will be given the option to resit English Language; in this case resitting English Language would not be compulsory. Students are encouraged to consider their longer-term ambitions as to whether a grade 4 or above in English Language is essential.

Students will be entered for the November examination series. If they do not achieve a grade 4 or above in November, they will be entered again for the summer series.

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

Students will be assessed entirely by external examination and will be awarded on the 9-1 GCSE grading scale.

Students will sit two examination papers:

**Paper 1:** Explorations in Reading and Writing (50%)

**Paper 2:** Writers' viewpoints and perspectives (50%)

Teachers will use a diagnostic approach to teaching the content by firstly assessing where there are gaps in the students' knowledge and understanding and then by catering lessons to fill those gaps.

## The examination requires students to have studied:

**Literary fiction** - extracts from novels and short stories from the 20th or 21st centuries focusing on how writers use narrative and descriptive techniques to capture the interest of readers.

**Narrative and Descriptive Writing** - how to produce original narrative or descriptive writing.

**Non-fiction and literary non-fiction** - articles, reports, essays, travel writing, accounts, letters, diaries, reports, autobiography and biographical passages.

**Writing to present a viewpoint** - how to produce original writing which presents a point of view.



## Who should consider studying this course?

You will need to continue studying Edexcel GCSE mathematics if you are attending St John's Sixth Form and you do not currently have a grade 4 or above in mathematics.

Where students are close to a grade 4 or have demonstrated substantial progress towards a grade 4, they will be entered into the exam in the autumn term, otherwise they will resit during the summer exam series.

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

Students will be assessed entirely by external examination and will be awarded on the 9-1 GCSE grading scale.

Students will sit three examination papers:

**Paper 1:** Non-Calculator (33.3%)

**Paper 2:** Calculator (33.3%)

**Paper 3:** Calculator (33.3%)



Teachers will use a diagnostic approach to teaching the content by firstly assessing where there are gaps in the students' knowledge and understanding and then by catering lessons to fill those gaps.

The assessment places broad emphasis on mathematical problem solving and mathematical reasoning and communication within six content domains:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics



