



KENDRICK SCHOOL

London Road, Reading, Berkshire, RG1 5BN
www.kendrick.reading.sch.uk

SIXTH FORM PROSPECTUS

For Entry into Year 12 in September 2018

HEADTEACHER

Ms Christine Kattirtzi

HEAD OF SIXTH FORM

Ms Helen Stacey

CHAIR OF GOVERNORS

Mrs Jan Nowecki

ADMISSIONS OFFICER

Ms Amanda Emberson

TELEPHONE: 0118 9015859

FAX: 0118 9015858

E-MAIL: admin@kendrick.reading.sch.uk

November 2017

CONTENTS

Letter from the Headteacher	3
Letter from the Head of Sixth Form	4
A Message from the Head Girl Team	5
The Sixth Form at Kendrick	6
Sixth Form Life and Opportunities	8
Times of the School Day and Term Dates	9
Entry Requirements	10
How to Apply	11
General Information	13
Destinations of Leavers	14
GCSE & A2 Results 2017	17
Appendices:	
Appendix 1 – Expectations of our Sixth Form Students	19
Appendix 2 - Dress Code	20
Appendix 3 – Admission Policy for Entry into Year 12 in 2018	22
Subject Information for 2018 Entry	26

WELCOME TO KENDRICK SCHOOL FROM THE HEADTEACHER



It is my great pleasure to welcome you to Kendrick School. Kendrick School is an 11-18 selective girls' school with academy status. Kendrick is a specialist school in science, maths and languages; this ethos of being specialist is reflected across the whole school curriculum particularly at A Level. Kendrick has an impressive record of the highest academic standards and achievements and is acknowledged as being one of the very best state schools in the country; a centre of excellence for girls' education and an outstanding school.

A love of learning is at the heart of Kendrick with a strong emphasis on high quality teaching. Students are bright, enthusiastic and curious and have a passion for learning. All staff are hardworking and dedicated to the school; teaching staff are experts in their field and are committed to achieving the best for their students. In the Sixth Form this can be seen in the excellent working and learning relationships between staff and students as well as the dedicated and committed pastoral support.

As well as the formal curriculum, sixth form students are able to take a lead in extracurricular education and activities. The House system provides opportunities for healthy competition with numerous annual house events which are key activities in the school year. These events are often led and coordinated by the sixth form **Head Girl Team** and **House Captains** who work energetically with staff to support this vital community aspect of the school which we call the ***Kendrick Community Spirit***.

As the Headteacher of Kendrick, my vision is to ***lead, inspire and make a difference to the lives of girls and young women***. I believe passionately in girls' education and know that Kendrick School affords its students the very best education there is. As a prospective sixth form student at Kendrick, you will have the opportunity to receive a high quality education that will prepare you for university entrance. At the same time you be able to develop your social and community skills to help you become a responsible and independent individual able to make a positive contribution to society.

A handwritten signature in cursive script that reads "C. Kattirtzi".

Ms Christine Kattirtzi
Headteacher

WELCOME TO KENDRICK SCHOOL FROM THE HEAD OF SIXTH FORM



I am delighted to welcome prospective members of Kendrick Sixth Form to the school.

I am extremely proud of the academic and personal achievements of all the students in our Sixth Form. Not only do the students enjoy impressive examination results that place us as one of the best state schools in the country, but they repeatedly amaze us with their sporting success, musical prowess and other individual achievements. Sixth Form students are excellent role models for the rest of the school and they actively participate in many aspects of the school life of students in Years 7 to 11. The Sixth Form building houses the whole school library; four Sixth Form teaching spaces and a common room area for Year 13 with a new study space in the observatory. Year 12 are based in Sidmouth, one of our original buildings within the school site.

Our Sixth Form is highly oversubscribed. There are approximately 140 students in each of Years 12 and 13, with around 40-50 external admissions each year. Kendrick School supports the approach of the new reformed A Levels as an opportunity for deep learning rather than an annual focus on examination performance. Kendrick School is committed to providing, where possible, a flexible and personalised approach to examination entries for all students. Our three and four A-Level pathways are complemented by a programme of wellbeing, enrichment and personal recreation. Information, advice and guidance for all students enables them to choose the appropriate curriculum pathway in a supported way, and these options are provided later in this prospectus.

Additional enrichment opportunities for the students include: leadership of and participation in House events; extensive prefect system operating across the whole school in a variety of roles; outreach work with our partner schools and local primary schools; mentoring with peers and younger years; Year 12 pantomime enjoyed by the whole school each Christmas; physical education opportunities and clubs; subject related trips, visits and conferences; Debate Club; Model United Nations; choirs and music ensembles; charity fundraisers; green group; clubs for younger years; subject specific challenges and competitions; fair-trade stall; and the annual ski trip. We fully support students who wish to set up new groups and clubs across the school.

Kendrick Sixth Form is for students who wish to be challenged academically and those who are also willing to play an active role in the life of the school. Alongside this we offer exceptional pastoral care and high quality information, advice and guidance to enable all our students to be supported in their plans for the future.

I very much look forward to receiving your application.

A handwritten signature in black ink, appearing to read 'Helen Stacey'.

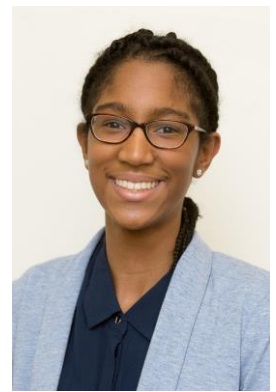
Ms Helen Stacey
Head of Sixth Form

A MESSAGE FROM THE HEAD GIRL TEAM



Lily, Head Girl *“Kendrick is an incredibly special school- a place that allows students to truly believe in the coined phrase, ‘The world is your oyster’. A love of learning and passion for education is shared by both students and staff, who work cohesively together to create a harmonious environment. This encourages students to fulfil not only their interests, but also their full academic potential. We have a unique Kendrick community spirit, which provides a friendly and nurturing environment where students from all year groups work collaboratively together on both academic and extra-curricular activities.”*

Lauren, Cedars House Captain *“I was quite nervous about starting Kendrick in Year 12 but I soon found out I had no reason to be! Everyone here was incredibly welcoming and the Kendrick community is so inclusive that I soon felt like I had always belonged here. There are lots of really fun extra-curricular activities to take part in and I’ve especially enjoyed going to Winter Ball, participating in Debate Club and organising lots of house events this year, like House Music. The transition between GCSEs and A-Levels is a challenging one, but everyone is so supportive and understanding that help is always available when you need it. I’m so happy to be a part of Kendrick and incredibly privileged to be on the Head Girl Team. Kendrick is a brilliant school full of opportunities, and I feel so lucky to have met friends for life here.”*



Tash, Social Prefect *“When I first joined the Sixth Form, I was worried about not fitting in but Kendrick teaches you that, as young women living in an increasingly competitive world, standing out is an attribute which ought to be encouraged. My academic potential has been nurtured by the outstandingly dedicated teachers here at Kendrick who have helped me to foster a genuine passion for learning which extends far beyond the syllabus. However, here at Kendrick, we do more than just study and as the Social Prefect, I have had the pleasure and privilege to organise social events for the whole Sixth Form both here and at Reading School. I would not hesitate to recommend Kendrick school to other ‘new girls’ as it truly is an environment where young women can thrive.”*

Freya, Communications Prefect *“What makes Kendrick such a special place is the attitude to learning that we all share. In every lesson, I find myself surrounded by friends who are curious, engaged and willing to learn. I find that the atmosphere and teaching at Kendrick encourages every student to reach the highest level they possibly can, and allows its students to develop a love of learning and a genuine passion for the subjects they study.”*



THE SIXTH FORM AT KENDRICK

The academic offer for 2018-20 will provide opportunities for students to study three or four A-level courses, enriched with various opportunities for developing interests and skills outside the classroom. Students on the four A-Level pathway will have an opportunity to take one AS examination, either at the end of Year 12 or Year 13, if this is considered appropriate following advice and guidance from the school or take all four subjects to A Level. Almost all students go on to excellent Higher Education establishments when they leave Kendrick and we believe our curriculum equips them for such opportunities.

At application, students will choose four subjects and begin to indicate their preference for a three or four A-Level programme of study. Through the advice and guidance provided at Consultation, appropriate decisions will begin to be made regarding the number of A-Levels the student will study and these decisions will be confirmed at Registration once the GCSE results are established. At all stages throughout the Sixth Form, we will advise and support students in their choices by careful and rigorous assessment as well as structured dialogue with students and their parents.

Curriculum Pathways

Year 12

Four A-Level Pathway

- 4 A-Level subjects
- Wellbeing, Enrichment and Personal Recreation

Three A-Level Pathway

- 3 A-Level subjects
- Wellbeing, Enrichment and Personal Recreation

In Term 4 the Extended Project Qualification will be launched and students will have the option to include this in their timetable. They may wish to consider their Curriculum Pathway plans for Year 13 at this time:

Year 13

Four A-Level Pathway

- 4 A-Level subjects (plus the EPQ in exceptional circumstances)
- Wellbeing, Enrichment and Personal Recreation

Three A-Level Pathway

- 3 A-Level subjects (carrying on from Year 12 or having discontinued one subject after the AS examination or having decided to take one AS examination at the end of Year 13)
- The EPQ or AS Further Mathematics may also be taken
- Wellbeing, Enrichment and Personal Recreation

In particular where the three A-Level pathway is chosen, it is expected that students will consider an opportunity to include additional elements to their timetable such as being a Pastoral or Departmental Prefect; Community Service; outreach work with local schools; sporting or musical commitments; or undertaking a Massive Open Online Course (MOOC) in an area of particular interest. These opportunities are also available for students on the four A-Level Pathway but time will naturally be more limited.

A Levels

The following subjects will be offered at A Level in September 2018

Art & Design	German
Biology	History
Chemistry	Latin
Drama and Theatre Studies	Mathematics
Economics	Music
English Literature	Physical Education
French	Physics
Further Mathematics	Religious Studies, Philosophy & Ethics
Geography	Sociology

It is important to note that some of these courses will only be available subject to staffing and student numbers.

Certain combinations of subjects are not possible and final decisions cannot be undertaken until the timetable and staffing are completed in June.

Volunteering is highly encouraged and students have access to some of these opportunities through the school, but are also encouraged to make their own arrangements to give back to their communities. A focussed Wellbeing programme is followed across Years 12 and 13: this is supported by a range of external speakers. One period a fortnight is also dedicated to joint enrichment activities between Year 12 and 13, designed to enhance the relationship and interactions between the two year groups in a non-academic setting. Sessions include team-building activities, peer mentoring, current affairs debates and talks by external speakers. By law, students in school Sixth Forms must follow a programme of Religious Issues and attend Assemblies.

A co-ordinated programme of advice on application to the wide variety of courses now available in Higher Education is given by the Heads of Sixth Form, Years 12 and 13, Work Related Learning Coordinator, and Sixth Form tutors. We also fully support and help the students who opt to have a gap year, enter an Apprenticeship/Sponsored Degree Programme or go directly into employment.

The day to day running of Year 12 and Year 13 is the responsibility of the Teaching and Learning Coordinators. Overall responsibility for all students in the Sixth Form lies with Ms Stacey, the Head of Sixth Form.

On entry into Year 12 students are placed into a tutor group with a Form Tutor who will monitor their progress and help support students, especially helping new students to settle into life in Kendrick Sixth Form. There is no home study in Year 12.

In Year 13 students move to the Sixth Form building and are allocated a UCAS mentor – a member of staff dedicated to supporting them individually through the UCAS process and who will coordinate their reference. Support for applying to university is well-established and is outstanding. Students will have the opportunity to read and approve their reference before it is sent to UCAS. Home study for Year 13 is minimal and will not begin before February Half Term.

SIXTH FORM LIFE AND OPPORTUNITIES

Voluntary Work, Prefect System and Physical Recreation

All students will volunteer to help in some capacity in school life and may use their time to assist departments as part of the Prefect system, depending on the demands of their chosen voluntary work. They will have the opportunity to take part in physical recreation on site on a Tuesday afternoon, using the fully equipped gym, once they have gone through an induction, or taking part in another activity. They may also wish to do additional personal physical recreation activities or assist with activities with younger students. Most students want to take part in voluntary work in the local community which is arranged outside of school hours.

We encourage all students to give back to the school and the local and global communities as a demonstration of practical citizenship, and an additional benefit is that this can be mentioned in their Personal Statement or reference for UCAS. Some university courses, such as Medicine or Veterinary Science, would expect to see relevant work experience, such as helping in an old peoples' home or showing care for others. More details about the requirements of voluntary work for certain courses can be obtained from a member of the Sixth Form Team.

Musical Activities

Kendrick has a thriving music department with opportunities to learn a wide range of musical instruments. The department offer numerous choirs, ensembles and groups, which are well supported by Sixth Form students. There are regular concerts, including some organised by Sixth Formers. Kendrick is a centre for the Associated Board examinations in Music.

Enterprise Opportunities

Sixth Form students are able to take part in a range of enterprise activities. These activities are coordinated by the Work Related Learning Coordinator and the Head of Economics and Business. Our links with local businesses enable us to provide work related experiences during the year.

TIMES OF THE SCHOOL DAY

Registration am	8.25am – 8.45am
Period 1	8.50am – 9.50am
Period 2	9.55am – 10.55am
First Break	10.55am – 11.15am
Period 3	11.20am – 12.20pm
Second Break	12.20pm – 1.00pm
Registration p.m.	1.00pm – 1.05pm
Period 4	1.10pm – 2.10pm
Period 5	2.15pm – 3.15pm

Students should leave school promptly at the end of the day unless they are involved in an after school activity. The Library is open until 4.30pm and students are welcome to study there, supervised by a Library Assistant.

TERM DATES 2018/19

Registration for all Year 12 Students: Friday 24th August 2018, 10am to 12pm

TERM 1 - 2018

Tuesday 4th September to Friday 19th October 2018
INSET Day: Monday 3rd September 2018

TERM 2 – 2018

Monday 29th October to Wednesday 19th December 2018

TERM 3 – 2019

Monday 7th January to Friday 15th February 2019

TERM 4 – 2019

Monday 25th February to Friday 5th April 2019

TERM 5 – 2019

Tuesday 23rd April to Friday 24th May 2019
Easter Monday: Monday 22nd April 2019
Bank Holiday: Monday 6th May 2019

TERM 6 – 2019

Monday 3rd June to Friday 19th July 2019

ENTRY REQUIREMENTS

To be admitted into Kendrick's Sixth Form, students will have to satisfy the following minimum conditions:

- **8 GCSEs grades A* – B or 9-5, two of which must be English Language and Mathematics; at least 4 should be Grade B/6 or above and all should be from full GCSE courses. These should be achieved in a single sitting.**
- **B/6 grades or above in the subjects to be studied at AS/A-level.**

Due to the high demand for places students should be aware that a place may not be offered despite the prediction of suitable results. **Please read the Year 12 Admission Policy for September 2018 Entry for more information and carefully read our oversubscription criteria which is included in the policy.**

Students who have taken Foundation/Intermediate Tier GCSE courses in Mathematics and Sciences (rather than Higher Tier) are unlikely to have covered all the appropriate topics from which they can move on to A-level in the context of this school. Grade B or 6 or above in the Higher tier is an entry requirement for Mathematics and/or Science AS/A level courses.

Students who wish to study Further Mathematics must achieve a Grade A*-A or 9-7 in GCSE Mathematics.

Students would normally be expected to have studied GCSE in subjects they wish to study at A-level. In the case of Economics and Sociology, GCSE grades in English Literature and Humanities will be reviewed as a condition of entry onto the course if the subject has not been studied at GCSE.

Every effort will be made to accommodate students who are offered places and who meet the entry requirements to do the subjects of their initial choice. However, applicants should appreciate that some subject groups may become full and it may not always be possible to accommodate those who wish to change their original subject choices.

In addition to the minimum academic entry requirements, we would expect students to show a committed and positive attitude to study and Sixth Form life. We expect our Sixth Formers to be full members of the school community involved in a wide range of activities and to be prepared to contribute to school life.

HOW TO APPLY

Kendrick Students

The vast majority of students from the main school move into the Sixth Form at Kendrick School. This is the appropriate place for most students to continue their education in the supportive environment with which they are familiar, and with the excellent teaching staff that they already know. However we do have an admission process that our “existing” students must follow, including completing an application form and meeting with a member of the senior staff of the school to decide if Kendrick is indeed the correct option for that student. The discussion will focus on subject options, higher education aspirations, extra-curricular interests to be followed in the Sixth Form and so on.

Kendrick students will be required to complete the online application form which will be available on our website from Friday 17th November. However, we recommend that they wait to complete it until after the assembly on Tuesday 28th November 2017. The deadline for completing this form is **Friday 26th January 2018**. They will be asked to confirm their intention to remain in at Kendrick by **Friday 23rd March 2018**.

IMPORTANT DATES

Year 12 Open Evening	Thursday 16th November 2017 6.15pm to 8.15pm
Online application available	Friday 17th November 2017
Year 11 Preliminary A Level Subject Selection assembly	Tuesday 28th November 2017
Deadline for receipt of application form to be received by Kendrick	Friday 26th January 2018 (midnight)
Consultation meetings to be held	Week commencing Monday 5th March
Provisional offers of places will be sent out	By Friday 9th March 2018
Deadline for accepting/declining a place	Friday 23rd March 2018
Induction Day*	Thursday 28th June 2018
Registration Morning*	Friday 24th August 2018, 10am to 12pm
First Day of Term*	Tuesday 4th September 2018, 8.25am

*compulsory attendance

Students from other schools

We are delighted to consider applications from students from other schools. Please discuss your application with your present Head of Year or Form Tutor, but please actively consider applying to Kendrick if you have the correct academic potential and you feel you could benefit from the outstanding education we offer. We take about 40-50 new students into the Sixth Form each year, although this does vary from year to year. The entry requirements for the Sixth Form are given on the previous page. Places are in great demand and students are encouraged to apply as soon as possible, after application forms are made available online. The Sixth Form Prospectus and online application form will be issued on our website in early November and at our Sixth Form Open Evening. **The closing date for the completion of application forms is Friday 26th January 2018**. Kendrick School will request your predicted GCSE grades from your current school and must be received by **9th February 2018**. We will inform you if your school reference form has not been returned to us within 10 days, and we will then ask you to encourage your Head of Year to return it to Kendrick as soon as possible. Applications cannot be considered until both forms have been received by the Admissions Officer at Kendrick School.

You will be required to attend a Consultation Meeting which will take place in the week beginning **26th February 2018**. The meeting will be to discuss your subject choices and other aspects of your life at Kendrick. You will also be asked to complete a short written task which will be used to identify any literacy support that may be required following admission.

IMPORTANT DATES

Year 12 Open Evening	Thursday 16th November 2017 6.15pm to 8.15pm
Online application opens. Link available on our website	Friday 17th November 2017
Deadline for receipt of application form to be received by Kendrick	Friday 26th January 2018 (midnight)
School Reference form to be received by Kendrick	Friday 9th February 2018
Consultation meetings to be held	Week of 26th February 2018
Provisional offers of places will be sent out	By Friday 9th March 2018
Deadline for accepting/declining a place	Friday 23rd March 2018
Induction Day*	Thursday 28th June 2018
Registration Morning*	Friday 24th August 2018, 10am to 12pm
First Day of Term*	Tuesday 4th September 2018, 8.25am

*compulsory attendance

GENERAL INFORMATION

Induction Course

A one day course takes place in June after the GCSE examinations and there are further events in September at the start of Year 12. It introduces students to Sixth Form life, courses and methods of study. Attendance on **Thursday 28th June 2018** is compulsory for everyone wishing to attend the Sixth Form at Kendrick School.

Applications to Higher Education

Kendrick has considerable experience and expertise in assisting students with their applications through UCAS (the Universities and Colleges Admissions Service). Virtually 100% of our students apply successfully for university places. We have a proven track record of success in supporting applications, at the most prestigious universities in the country.

Students will be given individual support from a UCAS Mentor and will agree their UCAS references before it is sent to UCAS.

Oxford and Cambridge entrance

About 30% of Kendrick students apply for entry to Oxford or Cambridge. Entry to both institutions is by application, interview, admission test, possible submission of marked work, and conditional offer based on A-level results. It is not possible to provide extra teaching for Oxford and Cambridge entrance, although some staff are very generous in giving up their free time to advise and support students. Interview preparation events are held for students annually and opportunities for mock interviews are provided, both within the school and in a mutual arrangement with other schools.

Part-time employment

In our experience, it is difficult for students to offer their best in their A-level studies if they have demanding commitments in part-time employment outside school. Research by the University of Newcastle has demonstrated that students who work more than 9 hours per week tend to achieve lower grades. We ask that students plan their relaxation and do not make excessive commitments to paid work.

Education costs

The law does not allow us to charge for educational visits, for example to an Art exhibition or the theatre. There is, however, insufficient money available in school funds to completely cover the cost of such trips although they are frequently subsidised. We therefore ask parents for a voluntary contribution towards the cost of any educational visits that their daughter makes, without which such visits could not take place.

The 16-19 Bursary is a limited fund made available for supporting eligible young people with the costs of transport, food, books, educational visits or other course materials or equipment essential to successfully completing their programme of study. Further details and an application form are made available to students once they join the Sixth Form.

Book deposit

A sum of £50 is payable by all students upon entry into the Sixth Form. The deposit will be refunded on request, providing that all books are returned in good condition at the end of the two year course. Alternatively, students and their parents may wish to donate this money to the school at the end of the Sixth Form. If the value of books lost or damaged is more than £50, an additional bill will be sent to parents.

Students who were eligible for Pupil Premium and in receipt of the 16-19 Bursary will be exempt from this payment.

This sum is not to be confused with the voluntary parental contribution to the School Fund monies, payable at the beginning of each school year.

Exam entry fees

Exam entry fees will be met by the school once only for each subject unit. Students must pay a proportion of invigilation costs together with the entry fees for any subsequent retakes.

A and AS Level retakes

Staff are not able to give time for informal tuition of students who wish to retake examinations. If students wish to receive teaching after the completion of their two year A-level course, they should come to Sixth Form lessons and go onto the school roll.

Biology and Geography

A-level students are required to go on the relevant Field Study course and parents are asked to make a financial contribution towards this. Students who were eligible for Pupil Premium and in receipt of the 16-19 Bursary will be exempt from this payment.

Those students studying a modern language are expected to visit France or Germany at some stage during their course.

DESTINATIONS 2017

Destination

Aston University
Brunel University
Brunel University
Cardiff University
Cardiff University
Cardiff University
Central Saint Martins
City University
City University
Durham University
Durham University
Durham University
Hartbury College
Heriot-Watt University
Imperial College London
Imperial College London
Keele University
Kings College London
Kings College London
Kings College London
Kings College London
Kingston University
London School of Economics
London South Bank University
Newcastle University

Course Placed

Law
Economics and Mathematics with an Integrated Foundation Year
Product Design with Professional Practice
Biological Sciences (x 2 students)
Mechanical Engineering
Medicine
Art Foundation
Mathematics and Finance
Optometry
Accounting and Finance (x 2 students)
English Literature
Marketing and Management with Business Placement
Equestrian Sports Science
Structural Engineering with Architectural Design
BSc Medical Biosciences
Medicine (x 3 students)
Pharmacy
English
Medicine (5 years) (x 2 students)
Music
Religion, Politics and Society
Mechanical Engineering
Mathematics and Economics
Mechanical Engineering
Biomedical Sciences

Destination	Course Placed
Newcastle University	Physical Geography
Overseas - Bulgaria	Medicine
Overseas - Dickinson College, Pennsylvania	Geography
Overseas - Milan	Medicine
Overseas - Prague	Medicine
Overseas - Valencia	Dentistry
Overseas - Yale	Electrical Engineering and Computer Science
Oxford University	Law (x 2 students)
Oxford University	Medicine
Oxford University	Philosophy, Politics and Economics (x 2 students)
Queen Mary University London	Medicine (x 2 students)
Queen Mary University London	Psychology
Queen Mary University London	Science and Engineering Foundation Programme (Physics 5 Year)
St Georges University London	Biomedical Science
Swansea University	Chemical Engineering (with a Year in Industry)
Swansea University	Civil Engineering with a Foundation Year
Swansea University	Materials Science and Engineering
The University of York	Law
University College London	Economics
University College London	History
University of Bath	Biochemistry
University of Bath	Economics
University of Bath	Economics (with placement)
University of Bath	Mathematics (with a Year Abroad)
University of Birmingham	Geography
University of Birmingham	International Relations
University of Birmingham	Medicine (5 years) (x 2 students)
University of Bradford	Clinical Sciences/Medicine Foundation
University of Brighton	Biomedical Science
University of Bristol	Chemistry with Study Abroad
University of Bristol	Economics and Management
University of Bristol	English
University of Bristol	Geography
University of Cambridge	Economics
University of Cambridge	Geography
University of Cambridge	Human, Social and Political Sciences
University of Cambridge	Law
University of Cambridge	Mathematics
University of Cambridge	Medicine
University of Cambridge	Natural Sciences
University of Cambridge	Veterinary Medicine
University of Edinburgh	Cognitive Science
University of Edinburgh	History
University of Exeter	Biological Sciences with Professional Placement
University of Exeter	English

Destination

University of Exeter
University of Exeter
University of Kent
University of Kent
University of Kent
University of Leicester
University of Leicester
University of Leeds
University of Liverpool
University of Manchester
University of Nottingham
University of Plymouth
University of Plymouth
University of Portsmouth
University of Portsmouth
University of Portsmouth
University of Portsmouth
University of Reading
University of Reading
University of Reading
University of Sheffield
University of South Wales
University of Southampton
University of Southampton
University of Southampton
University of Southampton
University of Southampton
University of Southampton
University of Southampton
University of Southampton
University of Surrey
University of Sussex
University of Warwick
University of Warwick
University of Warwick
University of Warwick
University of Winchester
Graduate Programme
Gap Year

Course Placed

English and Drama
Geography
History and Politics
Law
Law and Social Anthropology
Computer Science
Medicine
Economics
English Literature
Physics with Theoretical Physics
English
Marine Biology
Physiotherapy
Biochemistry
Criminology with Psychology
Economics
Pharmacy
Architecture
International Development with Placement Year
Pharmacy (x 2 students)
Biochemistry (3 years)
Computer Games Development (Including Foundation Year)
Civil Engineering (4 years)
Economics and Management Sciences
English
Mathematics, Operational Research, Statistics and Economics
Medicine BMBS and BMedSc (5 year)
Medicine BMBS and BMedSc (BM6, widening access) (6 year)
Physics (4 years)
Psychology
Computer and Internet Engineering
Accounting and Finance (with a professional placement year)
Economics
History and Global Sustainable Development
Law (with Study Abroad in English)
Philosophy, Politics and Economics
Accounting and Finance
Sponsored degree Cisco
Gap Year (x 16 students)

GCSE AND A2 EXAMINATION RESULTS

GCSE RESULTS – 2017

GCSE 2017	A*	A	B	C	D	Total
Art & Design	2	5	3	1	0	11
Biology	40	42	9	3	0	94
Business Studies	18	19	7	2	1	47
Chemistry	57	27	8	2	0	94
D&T Food Technology	2	2	3	0	0	7
D&T Product Design	0	0	9	5	1	15
D&T Textiles Technology	12	8	4	0	0	24
French	27	22	4	3	0	56
Geography	46	13	3	0	0	62
German	17	33	12	4	0	66
History	17	14	2	0	0	33
Information Technology	28	11	3	3	0	45
Latin	14	5	1	1	1	22
Music	3	6	5	0	0	14
Physics	51	33	7	2	1	94
Religious Studies	11	17	6	1	0	35
Science Core	0	1	0	1	0	2
Science: Additional	0	0	2	0	0	2
Sport/PE Studies	19	6	4	3	0	32
Totals	364	264	92	31	4	755

GCSE 2017	9	8	7	6	5	Total
First Language English	18	26	24	21	7	96
Literature (English)	34	32	18	9	3	96
Mathematics	35	33	20	6	2	96
Totals	87	91	62	36	12	288

GCE A LEVEL RESULTS – 2017

Results achieved by students at the end of their second year of sixth form study.

These tables record, subject by subject, results for GCE A levels and GCE Advanced Subsidiary (AS) levels.

Any such qualifications achieved by students before the end of 2 years of advanced level study are recorded together with A/AS levels they have achieved by the end of their second year. Where a subject taken at AS level is subsequently awarded at A level, only the latter is recorded.

A2 Level 2017	A*	A	B	C	D	E	Total
Art & Design	1	1	1	0	0	0	3
Biology	12	19	18	6	4	0	59
Chemistry	6	16	13	15	7	1	58
Economics	8	8	12	1	0	0	29
English Literature	9	12	9	2	0	0	32
French	1	5	3	1	0	0	10
Geography	8	11	4	0	0	0	23
German	1	7	0	1	0	0	9
History	5	12	5	2	1	0	25
Latin	0	1	0	0	0	0	1
Mathematics	16	36	20	14	4	0	90
Mathematics Further	4	5	1	4	2	1	17
Mathematics Pure	0	0	0	0	0	0	0
Music	0	0	1	0	0	0	1
Physics	3	9	6	9	5	2	34
Religious Studies	0	3	1	0	0	0	4
Sociology	1	3	7	2	0	0	13
Sport/PE Studies	0	0	1	0	0	0	1
EPQ (AS)	12	3	1	1	2	1	20
Mathematics Further Additional (AS)	0	2	3	1	3	0	9
Total (A2)	75	148	102	57	23	4	409

APPENDIX 1 – EXPECTATIONS OF OUR SIXTH FORM STUDENTS

The school is a community which requires some regulations. Please remember that some of its members are only eleven years old, and that we all must try to work together safely and happily. As you have decided to stay at school, or join Kendrick's Sixth Form, we expect you to behave in a manner befitting a Kendrick Sixth Former and be a role model to younger students at all times.

- The school day begins with registration at 8.25am, and concludes at 3.15pm. Therefore, as a member of the school, we expect you to be present during these hours. You must attend all registrations on time, timetabled lessons, DISPs, assemblies, Wellbeing (PSHCE) and Enrichment. Study periods should be used productively and whilst you are allowed off site, there are procedures you must follow – see the Attendance Policy for further details.
- You may NOT book driving lessons during school hours and time off for any interviews or work experience must be by prior permission. In line with current School Policy, any family holidays during term time will be recorded as unauthorised absences. See the Attendance Policy for further details.
- Kendrick's Sixth Form has guidelines for appropriate attire. See the Dress Code for details.
- You are responsible for your school work and will be expected to develop good working patterns so that you meet the deadlines set by staff. Your tutor and heads of subject will be informed if there are problems. If you get behind, or feel overwhelmed by work, discuss this with your tutor who will try to help you to rectify the situation and negotiate with members of staff.
- Think carefully about commitments to paid employment outside school, making sure you leave yourself some socialising and relaxation time. You must not undertake paid employment during the school day. It is not recommended that you undertake paid employment for more than nine hours per week.
- You must spend your structured Directed Independent Study Periods in the Library, the Sixth Form Study Rooms, or in one of the designated rooms, working. You will not be able to cope if you try to do work set for the DISPs as additional homework. The working area in the Library is to be considered as a silent working area and food and drink should not be taken there, or in any of the working areas where work is on the computer. Year 12 have their own study areas with computers in Sidmouth but can use the Library for referencing books.
- Radios, CD players and other musical devices may only be played during breaks. Machines found on during lesson times will be removed. Please do not move around school listening to music – this is for break times only and you will not set a good example to younger years.
- You are free to visit the local shop and do not need to ask permission but **must sign out** for this. You must however ensure that you have your fob for re-entry and **sign in** in the same book. If you are late into school you must sign in at Reception. If you have permission, for whatever reason, to leave site during the school day you must sign out at Reception, with the initials of the member of staff who gave permission.
- You are responsible for your money and valuables. Do not leave them in form rooms but keep them with you, locked in your locker, or ask for them to be kept in the school safe.
- Maintain a pleasant, tidy environment in the form rooms. Wash up your own dirty crockery. It is a health hazard and it is not the cleaner's job to wash up dirty mugs and plates, or pick up paper, books and rubbish from the floor.
- Do not bring alcohol, any classified or potentially dangerous substance or object onto school premises. Kendrick operates a no-smoking policy throughout the whole of the school.
- Mobile phones **must** be switched off during lesson time. Phones which go off during lesson times will be confiscated by any member of staff. Using your phone during break times in the Sixth Form areas is a privilege which can be removed if abused. Mobile phones should not be used around the school grounds as this does not set a good example to the younger years.
- Sixth Formers are required to sign the school's Internet Code which emphasises responsible use of this facility in school for educational purposes.
- We expect Sixth Formers to be prepared to be involved in the life of the school and there are events during the year when we need the help of every member of Year 12 and 13.

APPENDIX 2 - SIXTH FORM DRESS CODE

Students in the Sixth Form dress in a manner that best represents the nature of education at Kendrick School. Students display pride in their attire; are smart, presentable and avoid extremes of dress, make up or hairstyle.

Top half

- Tops must cover the shoulders and stomach and not be revealing or low-cut
- Spaghetti straps are not acceptable
- No offensive language or logos

Bottom half

- Skirts must be of a decent length (should cover at least two thirds of the upper leg, from hip to knee) and suitable for wear in school (not too tight)
- Trousers should be suitable for wear in school and should therefore not be torn/ripped/scruffy/too tight/low cut
- Shorts are not acceptable, even with tights or leggings
- Tailored culottes are acceptable, as long as they cover at least two thirds of the upper leg, from hip to knee
- Tracksuit bottoms are not acceptable
- Three-quarter length trousers are acceptable
- Leggings or jeggings (or anything similar) are only acceptable when worn under a dress or skirt that itself fits the dress code

Dresses should be of a suitable length as detailed above and fit the above criteria

Footwear

- Smart pumps, trainers and boots are all acceptable
- Heeled shoes should not be more than three inches and should be suitable for wear in school. Stilettos are not acceptable.
- Flip flops are not acceptable but smart sandals are permitted in summer, as long as they have a strap at the back to hold them securely on the foot. For science and practical lessons, toes must be covered for health and safety reasons.

Accessories

- Minimalist jewellery acceptable for the workplace is allowed
- Earrings, necklaces, bracelets and other jewellery should be discrete
- No facial piercings are allowed except one discrete nose stud
- Hairstyles should not be extreme in colour or fashion
- Hats can be worn to and from school, but should be removed during the school day
- Religious items can be worn within reason. Students can wear a head scarf or hijab but the wearing of the niqab is not acceptable.

Students taking particular subjects, such as science, should be sympathetic to the nature of their lessons and dress accordingly. For science, students are expected to provide their own lab coat and goggles.

If students have any doubt as to the suitability of their attire, they should check with a member of the Sixth Form Team.

Enforcement of the Policy

First and foremost, students are expected to consider the suitability of their attire carefully each day. Students are expected to be proactive in reminding their friends of the dress code where necessary. The Head Student Team and Form Captains should not only set an example but should also engage in self-regulation to minimise the input needed from staff.

It is the responsibility of the Headteacher and staff to monitor and enforce the dress code as part of the day to day running of the school. Parents have the responsibility to ensure that their daughter comes to school in the correct uniform, but Sixth Form students are expected to take responsibility for their own attire.

- In the first instance, the Form Tutor should deal with any minor breach of the uniform policy. A message could be sent home via a note in the student's homework diary.
- Subsequently the student will be referred to the TLC.
- If the dress code is repeatedly breached, a standard email will be sent by the TLC to parents/carers.
- If this does not produce the desired result, the TLC will phone the parents/carers.
- Finally, the student will be sent to a member of the SLT who will, if necessary, send the student home to change.

In the case of jewellery and other accessories which infringe the policy, a member of staff may ask the student to remove the item. It will be taken to the General Office and may be collected at the end of the school day.

The Head of Sixth Form and then Headteacher are the final arbiters in all matters of uniform and dress.

APPENDIX 3 – ADMISSION POLICY

Kendrick School Year 12 Admissions Policy – September 2018 Entry

Kendrick School is a selective girls' school with academy status.

Application for a place

Kendrick School offers the A level curriculum in the Sixth Form. Places will be offered to students born between 1 September 2001 and 31 August 2002 and/or who will be in Year 11 at the time of application.

Applications must be made directly to Kendrick School, not to the Local Authority.

Entry into the Sixth Form

The GCSE entry criteria below apply equally to internal and external applicants.

For entry into Kendrick School Sixth Form, applicants will normally have to satisfy the following minimum conditions:

- 8 GCSEs grades A* - B or 9-5 two of which must be English Language and Mathematics and all should be from full GCSE courses.
- At least a grade B or 6 at GCSE in the subjects to be studied at AS/A-level.
- Grade B or 6 or above in the *Higher Tier* is an entry requirement for Mathematics and/or Science AS/A level courses. Students who have taken Foundation Tier GCSE courses in Mathematics and Sciences (rather than Higher Tier) are unlikely to have covered all the appropriate topics from which they can move on to A-level in the context of this school.
- To study a Science subject it would be necessary for an applicant to have achieved at least a Grade B or 6 in both Higher Tier Science and Additional Science or Separate Science GCSEs.
- Students who wish to study Further Mathematics must achieve at Grade A*-A or 9-7 in GCSE Mathematics.
- Students would be expected to have studied GCSE in subjects they wish to study at A-level. In the case of Economics and Sociology where the subjects may not have been studied at GCSE level, Grade B or 6 in English Literature and a Humanity would be required as a minimum condition of entry to the course.
- Students living overseas at the time of application and not taking GCSE courses must provide evidence of the equivalence of their externally taken qualifications to GCSE by an official organisation (for example NARIC).
- Students who are Home Schooled will be asked to provide a reference and predicted GCSE grades from a professional body. In the absence of a reference they may be asked to sit mock GCSE examinations at Kendrick School.

Kendrick School Admissions Number

- The admission number for external applicants for Year 12 is 44.
- This is in addition to the 96 students currently in Year 11. Allowing for students who leave Kendrick School at the end of Year 11, and subject/course availability, this normally means we admit at least 44 new students into Year 12.
- The maximum number of students in Year 12 is 140.

Timetable

- The process for routine admission into the Sixth Form at Kendrick School (Year 12) in 2018/19 begins in November 2017 and ends on 1st September 2018.
- Application forms will be available online after the Sixth Form Open Evening which will be held in November 2017. (This will be advertised in the local press and details will be available on request from the school and on the school website.)

Deadline for receipt of applications

- Individual applications must be received by Kendrick School by Friday 26th January 2018.
- School Reference Forms must be received by Kendrick School by Friday 9th February 2018.

Late Applications

Applications received after the deadline will be treated as late applications, but will be considered if submitted by 1st September 2018. Late applications are those which are received after the closing date (26th January 2018) and so cannot be considered with the "gathered field" of on-time applications. (See Treatment of Applications section.)

Late applicants will be added to the Waiting List in order according to their ranking as determined by their predicted GCSE scores. (See sections on “Treatment of Applications” and “Waiting List”).

Treatment of Applications in the Gathered Field (external candidates only)

- The gathered field of applications consists of those applicants whose application form was received before the deadline and the school reference form has been received by Friday 9th February 2018.
- Suitable applicants will be invited to the school for Consultation Meetings in the week beginning Monday 26th February 2018. The purpose of these meetings is to explain the options available in the Sixth Form and the entry requirements for the courses.
- Provisional offers will be made by Friday 9th March 2018.
- Applicants will be assessed for suitability to attend a consultation meeting according to a points system as follows:
- Up to a maximum of the 8 best full course GCSE predicted grades, scored on the new GCSE grades for reformed GCSE subjects and the DfE equivalence system: (A*- 8.5 points; A- 7 points; B – 5.5, C-4 points etc.) for the unreformed GCSEs. Two of the subjects must be full course GCSE Mathematics and English Language.

Applicants will be placed in a rank order according to the points scored as above. Candidates with a score of 54 or above (“the cut off point”) will be invited to a consultation meeting, according to the oversubscription criteria below if there are more applicants than places available. This is subject to the number of applicants invited not exceeding the number of places available.

Oversubscription Criteria

Oversubscription criteria will be applied if the number of applicants with a points score of 54 or above exceeds the available number of places

In the case of over-subscription, places will be offered first to all internal applicants then to external applicants.

Children with a Statement of Special Needs and/or an Education, Health and Care Plan and has named Kendrick School specifically on the statement will always be admitted as long as they have met the predicted score of 54.

Applicants who have been predicted 54 points or more will be ranked in the following order:

1. The applicant is a looked after child or previously looked after child¹
2. The applicant is from Reading Girls’ School (partner school).
3. The permanent home address of the applicant is within the designated area of the school and the applicant is Pupil Premium or Service Premium child². Documentary evidence that the parent has been or is in receipt of the appropriate support payment entitling the child to Pupil Premium or Service Premium will be required.
4. The permanent home address of the applicant is within the designated area of the school and this home address is the address of the parent/carer and the applicant.
5. Applicants whose home address is NOT in the designated area of the school.

Note: in 1), 2) and 3) above, any such an applicant, provided she has achieved a predicted score of 54 or more, will be offered a place. The total number of places offered will be subject to the availability of courses and the total admission number for Year 12 not exceeding 140 (internal and external applicants).

¹A ‘looked after child’ is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services function (see definition in section 22(1) of the Children Act 1989). Previously looked after children are children (b) who were looked after, but ceased to be so because they were adopted or became subject to a child arrangement order or special guardian ship order. Applications received under the Criterion A must be made by the person with parental responsibility for the child (e.g. the child’s social worker, acting on behalf of the local authority for a looked after child) and will need to be supported by the following official documentation, as applicable:

- Confirmation by the home local authority that the child is looked after or previously looked after or
- Confirmation by the local authority the child has the following order
 - Adoption Order

²Pupil Premium are those students who have received funding for free school meals at any point in the last 6 years or who are currently eligible for free school meals. The service premium is designed to support children with parents/carers serving in the regular British armed forces. Students attract the premium if they meet the following criteria: one of their parents/carers is serving in the regular armed forces; one of their parents/carers served in the regular armed forces in the last 3 years or one of their parents/carers died while serving in the armed forces and the student is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

Designated Area

The designated area is determined by the postcode of the applicant's permanent home address. Places will be offered to applicants who are ranked high enough according to the GCSE point system described above and who reside within the designated area. This must be the applicant's permanent home address with their parent/carer at 31st August 2018. The school will ask for documentary evidence to support the application. Only if there are further places available will applicants who live outside the designated area be considered. The address which will be used for consideration to be living within the designated area must be the applicant's permanent address **by 31st August 2018**. The exception to this is if the family are returning from abroad to a previous home within the designated area (documentary evidence will be required to confirm this), are Crown Servants or members of the Armed Forces. See **Appendix 2** for the list of postcodes within the designated area.

The 'permanent address' is defined as the permanent place of residence of the parent/carer with whom the applicant spends the majority of their time, for example the address where the student is registered with a GP. In the cases where parents have shared responsibility for a student, the permanent address will be where the student stays for the majority of the school week (Monday to Friday). The school may ask for documentary evidence to support the application.

Waiting List

- The Waiting List will be used to offer places if any of the original offers are declined before 1st September 2018.
- It will consist of all applicants above the cut-off point who have not received an offer of a place by 9th March 2018 and any Late Applicants whose score is above the cut-off point.
- Waiting List applicants will be invited, in rank order, according to the oversubscription criteria to a consultation meeting on the basis of:
 - The overall availability of places.
 - Their subject choices.
 - The availability of places in those subjects.

Applicants who remain on the waiting list after 30th June 2018, will be advised to contact the Admissions Officer, after GCSE results have been published, if they still wish to be considered for a place in the event of any becoming available. Details of the specific contact address will be given. These applicants will be considered, in rank order, on the basis described above. Applicants who do not confirm their continuing interest in a place will not be approached until those who have contacted the Admissions Officer at the school have been considered. It is unlikely that any places will be offered after 10th September 2018.

Tie-break situation

- Where two or more suitable candidates on the Waiting List have the same score, an invitation to a consultation meeting will be determined by distance from school.
- In the event of any places remaining once all applicants on the Waiting List have been considered, the Waiting List may be extended to those below the cut-off point. Where two or more suitable candidates have the same score, an invitation to a consultation meeting will be offered according to the oversubscription criteria. Thereafter, invitations to a consultation meeting will be determined by random allocation.
- In the event of random allocation being used, an independent adjudicator will be appointed.

Oversubscription of Courses

Every effort will be made to accommodate students who are offered places and who meet the entry requirements for a place in Year 12 to do the subjects of their initial choice. However, applicants should appreciate that some subjects may become full. This will be most relevant to late applicants, to those offered places from the waiting list and to those who wish to change their original subject choices. Whilst the offer of a place will remain valid, students' options may be governed by availability in individual subjects.

Confirmation of Places

Offers made by 9th March 2018 (or subsequently, in the case of late applications and waiting list applications) will be conditional on the applicant meeting the entry requirements in general and for the chosen subjects in particular. Offers are conditional on applicants confirming the place by 23rd March 2018 or, in the case of late application/waiting list offers, by the deadline given. **Offers will lapse if written confirmation is not received by the school by the given deadline.**

Fraudulent Applications

Any information that is subsequently proven to be inaccurate will potentially invalidate that application.

Passport Requirements:

All students must be entitled to hold a full British Citizen passport, be a national of the European Economic Area or have the right of residence in the United Kingdom.

Appeals

Parents/carers and students have a right of appeal to an Independent Appeal Panel if they are not offered a place. Further details can be obtained online at Reading Borough Council's website or on the school's website.

APPENDIX 1

Applicants may only be offered a place if they are intending to live in the UK with their parents or carers and can meet the following conditions:

- The parents/carers of the applicant must be entitled to reside and to work in the U.K.
- The parents/carers and applicant must have been granted visas/right of residence which will be valid throughout the duration of the A-level course, or which can reasonably be expected to be renewed as required throughout the duration of the A-level course.
- The school may require documentary proof for the above.
- Applications will be processed as set out in this policy.
- Applicants would be expected to attend a Consultation Meeting if required.
- The offer of a place will not be made until the conditions set out above have been met or until the school has received confirmation that the conditions will be met before the applicant begins the course.
- An offer of a place made on these conditions will be withdrawn if they are not met by 1st September 2018
- Once taken up, an applicant's place will be withdrawn if visa requirements expire and are not renewed.

APPENDIX 2

DESIGNATED AREA

The address which will be used for consideration to be living within the designated area must be the applicant's permanent address at **31st August 2018**. The exception to this is if the family are returning from abroad to a previous home within the designated area (documentary evidence will be required to confirm this), are Crown Servants or members of the Armed Forces.

The 'permanent address' is defined as the permanent place of residence of the parent/carer with whom the applicant spends the majority of their time, for example the address where the student is registered with a GP. In the cases where parents have shared responsibility for a student, the permanent address will be where the student stays for the majority of the school week (Monday to Friday). The school may ask for documentary evidence to support the application.

RG1, RG2, RG4, RG5, RG6, RG7, RG8, RG9, RG10, RG12, RG18, RG19, RG21, RG24, RG26, RG27, RG30, RG31, RG40, RG41, RG42, RG45
RG14 2, RG14 5
RG20 4, RG20 5, RG20 6, RG20 7
RG22 6, RG23 8, RG29 1
GU14, GU15, GU16, GU17, GU18, GU19, GU20, GU46, GU47, GU51, GU52
OX10 0, OX10 1, OX10 6, OX10 8, OX10 9, OX11 9, OX49 5
SL4, SL5, SL6, SL7, SL8, SL1 5, SL1 6, SL1 7, SL1 8, SL1 9
HP10 9, HP11, HP12, HP14 3

NB: Postcode district is indicated by the first digit and the postcode sector by the second digit. Eg RG1 5BN: 1 represents district; 5 represents sector.

AS and A-Level Subject Information for 2018 Entry

Art and Design
Biology
Chemistry
Drama and Theatre Studies
Economics
English Literature
French
Further Mathematics
Geography
German
History
Latin
Mathematics
Music
Physical Education
Physics
Religious Studies, Philosophy & Ethics
Sociology

The Extended Project Qualification

ART & DESIGN

AS and A Level

Assessment: AS (1 year) Personal Investigation Component 50%; Externally Set Assignment 50%

A Level (2 year) Personal Investigation Component 60%; Externally Set Assignment 40%

Exam Board: Edexcel

Subject specification codes: AS - 8AD0; A Level - 9AD0

Subject specification: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

What will I study?

These are Art, Craft and Design courses. The broad based art, craft and design title will enable students to explore a range of approaches to their studies. Work produced for this title will demonstrate the use of visual language and creative skills and will allow students to express their thinking, feelings, observations and ideas. Students will be encouraged to work and develop skills in a multi-disciplinary and cross-disciplinary way, exploring the connections between areas of art, craft and design and gaining knowledge and understanding of the scope and variety of disciplines and approaches.

The Art, Craft and Design course aims to encourage students to develop:

- Intellectual, imaginative, creative and intuitive capabilities
- Investigative, analytical, practical and expressive skills, aesthetic understanding and critical judgment
- Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- Their experience of working with a broad range of media
- Knowledge and experience of real-world contexts and, where appropriate, links to the creative industries.
- An understanding of the relationship between art, craft and design and an awareness of contemporary and contextual study

It is expected that students will possess enhanced powers of self-discipline and self-motivation, are capable of creating artefacts to a high technical standard and are willing to experiment without fear using a wide variety of media.

The **Personal Investigation Component** in both **AS and A Level** allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media processes, and refine ideas towards producing resolved outcomes. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.

At **A Level** a **Personal Study** will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose.

The **Externally Set Assignments for both AS and A Level incorporate** two major elements: preparatory studies and **10 hour (AS) and 15 hour (A Level)** period of sustained focus.

What next?

If you wish to continue studying Art & Design beyond “A” Level the next stage involves applying for a one year Foundation course which is designed to prepare you for entry to degree-level art and design programmes at University.

‘Studying art and design at A Level has rewarded me with a more open and inquisitive mind by urging me to experiment and analyse. These skills will prepare me to make the most of my next level of art education at Art College.’

BIOLOGY

AS and A level

Assessment: Examination (100%) Practical endorsement (0% - pass/fail)

Exam board: Edexcel

Subject specification code: AS – BIOLOGY B (8BIO); A Level –BIOLOGY B (9BIO)

Subject specification: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-b-2015.html>

What will I study?

The Edexcel B specification is designed to build an appreciation of the structure and physiology of a variety of organisms and the significance of human interactions with the environment. You will also consider how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

The course in Year 12 matches the AS level Biology specification and builds on knowledge from GCSE in addition to introducing new ideas and concepts. You will be studying four units: 1. Biological Molecules; 2. Cells, Viruses and Reproduction of Living Things; 3. Classification and Biodiversity; 4. Exchange and transport.

In the latter part of Year 12 and continuing into Year 13, a further six additional units are studied: 5. Energy for Biological processes; 6. Microbiology and Pathogens; 7. Modern Genetics; 8. Origins of Genetic Variation; 9. Control Systems; 10. Ecosystems.

Biology is an experimental Science so you will carry out a range of laboratory or field based activities to enhance your understanding and develop your practical skills. This course gives you opportunities to use relevant apparatus to develop practical skills and demonstrate competency in a range of practical techniques. You will be assessed on your ability to use 12 specific techniques and skills listed through carrying out a number of identified practical activities within this specification, which will allow you to gain the Science Practical Endorsement for Biology in addition to your A Level grade. These practical competencies will also be assessed in the external examinations. Fieldwork is normally carried out within the school grounds and on the residential field course at Dale Fort Field Studies Centre, Pembrokeshire, which takes place over six days at the end of June.

What next?

Biology is a key course for students planning to continue on to university to study Science-based degrees including Medicine, Biomedical Sciences, Dentistry, Veterinary Science, Physiotherapy, Biochemistry, Marine Biology, Midwifery, Nursing, Environmental Science and Sports Science. The practical, analytical and research skills that you will develop through this course provide a strong grounding for pursuing not only Science-based courses, but also many other subject areas at degree level.

“Biology is a hugely interesting and enjoyable subject. There is a good balance between theoretical and practical work and it allows you to develop a wide range of skills. The topics covered are diverse and engaging and the teachers give you full support in areas in which you need help.”

“Studying Biology encourages logical thinking and the teachers support us fully when learning the technical detail. Personally, Biology lessons have played an important role in determining my career choice.”

CHEMISTRY

AS and A Level

Assessment: Examinations (100%). In addition, for A-level, there is a 'Practical Skills Endorsement' that is teacher assessed (pass/fail).

Exam board: AQA

Subject specification codes: AS 7404; A-Level 7405

Subject specification: <http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/introduction>

What will I study?

During the first part of Year 12, the concepts and ideas studied at GCSE level will be reviewed and built on, with topics including Atomic Structure and Bonding, Chemical Calculations and Basic Organic Chemistry. This allows all students, regardless of the specification studied at GCSE level, to gain a firm basis for progression. During the second part of Year 12, topics such as Energetics, Kinetics, Alkenes, Alcohols and Group 2 Metals are covered.

Towards the end of Year 12 and into Year 13, more advanced topics are studied. Organic Chemistry is developed further with topics such as Stereoisomerism, Aromatic Chemistry and Structure Determination (including NMR) being taught. Advanced Inorganic and Physical Chemistry topics include Thermodynamics, Redox Equilibria and Transition Metals. The complete two years of study lead to the A-level examination.

During the two year A-level course students will develop their practical skills through carrying out a range of experiments including twelve required practical tasks. Practical skills are assessed within the A-level written examinations. In addition, a separate 'endorsement of practical skills' will be taken alongside A-level. This will be assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable within written examinations.

To provide flexibility, students may have the option of taking an AS examination in Chemistry in the summer of Year 12. This is a stand alone qualification and marks from AS do not contribute to A-level. The content of the AS course is the same as the early parts of the A-level course, but assessed at a lower level. Students must carry out six required practical tasks that are assessed within the AS written examinations.

Chemistry provides students with the opportunity to develop a range of skills including analytical skills, independent learning and practical skills.

What's next?

Chemistry is a rigorous and in-demand A Level subject. The versatility of Chemistry at A Level means that the student who achieves a good Chemistry result can go on to do a variety of degree courses at university. As well as the study of Chemistry, other popular degree courses include Biology, Biochemistry, Engineering, Pharmacology, Veterinary Science and Medicine. An A Level in Chemistry is required for the study of Medicine at most Universities and Medical Schools. The study of Chemistry provides a sound basis for careers directly using Chemistry, such as Medicine, as well as for many others in which the problem-solving, numeracy and linguistic skills acquired during the course are highly regarded, such as Law and Management.

“Chemistry is challenging but very rewarding as an A Level subject. It is made both interesting and enjoyable by the teachers, from whom we get a lot of support”

DRAMA AND THEATRE STUDIES

A Level

Assessment: Devising 40%; Text in performance 20%; Written examination 40%

Exam Board: Edexcel

Course Code: AS – 8DRO; A Level - 9DRO

Subject specification: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html>

What will I study?

The course demands academic, practical, creative and communication skills. You will extend your ability to create drama and theatre, either in a performing or production role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic, in the written examination. The course will involve taking part in drama productions, as well as studying plays and playwrights.

A Level	Component 1 : Devising (Component Code: 9DRO/01)
Content summary: This coursework component requires the group to devise an original piece of theatre, using one key extract from a performance text and a theatre practitioner as stimuli. It is assessed through a written portfolio and a performance, which is internally marked and externally moderated. (Designer as well as performance roles are available.)	
A Level	Component 2: Text in performance (Component Code: 9DRO/02)
Content summary: This performance component requires a group performance or design realisation of one key extract from a performance text and a monologue/duologue performance or design realisation from a different text. It is assessed by an external examiner.	
A Level	Component 3: Theatre Makers in Practice (Component Code: 9DRO/03)
Content summary: This component is assessed through written examination, which is externally marked. Students will practically explore a complete performance text, focusing on how this can be realised for performance. They will then explore another complete performance text in the light of a chosen theatre practitioner. They will also analyse and evaluate a live theatre production.	

What next?

The skills you acquire in Drama and Theatre Studies A-level are useful in any subject area you may study at University. While it can lead to further study in Drama, Theatre Studies and Performing Arts in Higher Education, the study of Drama at this level complements a range of subjects. It builds confidence and improves presentation skills, which are needed in most careers. It can broaden your studies and of course, provides good grounding for a career in the performing arts industries.

“Doing Drama A Level has given me the opportunity to take all I have learnt about the theatre and put it into action. We students are given considerable responsibility for developing our own work. The independence gained from this is exhilarating, but there is always support when you need it. Taking Drama is a good preparation for the world of work as it teaches you to think on your feet and work well with others”

ECONOMICS

AS and A level

Assessment: Examinations (100%)

Exam Board: Pearson Edexcel (Economics A)

Subject Specification code: AS-Level 8EC0 A-Level 9EC0

Subject specification: <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html>

What will I study?

Economics is the issue of the times in which we live. The financial crisis, global recession and Eurozone's problems have impacted on the economic fortunes of nations, businesses and individuals. Events of recent years underscore the need for analysis to make sense of a chaotic, complex and rapidly changing world economic picture.

Studying Economics enables you access, analyse and evaluate a whole array of current affairs; helping you to argue, make informed decisions and provide a deeper understanding of the world around you. Ever wondered what a budget deficit and austerity really mean? What are the impacts of Brexit for the UK and the Rest of the World? What caused the 2008 Financial Crisis? How did the European Debt Crisis come about and could an entire country like Greece actually completely run out of money? These questions (and many more) are just a few of the possibilities that studying A-Level Economics will shed light upon.

During Year 12 you will study how individuals allocate scarce resources to satisfy infinite human wants and the different economic systems used to allocate these resources, focussing upon communism, socialism and capitalism. As well as the views of theorists like Hayek, Karl Marx, Adam Smith and John Maynard Keynes. In addition, you will be introduced to the key measures of economic performance: inflation, unemployment and economic growth plus how fiscal and monetary policies are used by the government and the Bank of England to influence the economy.

In Year 13 you will study the pricing and output decisions of monopolies, oligopolies and other market structures. In addition we explore concepts such as game theory and John Nash's famous equilibrium, as well as discovering just why different Starbucks charge different prices for the same latte, despite each café being only a few metres away! In addition you will study topics such as international economics, poverty and inequality, emerging and developing economies, the financial sector and the labour market.

In the Economics department, all resources are fully digitalised on the school's intranet system (SharePoint) and this allows students to fully access all lesson material, notes and PowerPoint slides, so that concepts can be re-visited after lessons to consolidate understanding. To give our students a more rigorous education, students will have the opportunity to enrich and apply their learning with super-curricular activities outside of the classroom; we promote the Student Investor Challenge, Economics Society and numerous other opportunities throughout the year. Furthermore, support and advice is provided for the Royal Economic Societies' essay challenge, a highly respected and essential competition for any aspiring Economics undergraduate.

What next?

Economics is a highly sought-after A-Level, with entrants up 70% nationally since 2009. The versatility of Economics complements the study of Mathematics, Biology, Chemistry, History, Geography, Sociology, a Modern Foreign Language or English and it provides a strong basis for the study of a range of subjects at degree level.

"Economics lessons incorporate up-to-date examples to contextualise theory, meaning plenty of time to analyse and consider modern-day issues. I enjoy lessons and the teachers provide us with plenty of resources and support."

"I didn't know what to expect at first, but Economics has helped me to see the world differently. Economics is a subject about choice and human behaviour. It has been an excellent platform for understanding current issues."

"I had reservations about taking Economics at first, because I had never studied the subject before, but I am really glad that I took it at A-Level! Lessons are engaging, fun and have helped me analyse current affairs and issues."

ENGLISH LITERATURE

AS & A-Level

Assessment: 80% examination; 20% coursework

Exam Board: OCR

Subject specification codes: AS – H072; A Level – H472

Subject specification: <http://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/>

What will I study?

This course is based around discussion and wide, independent reading. Students are encouraged to develop the intellectual confidence to explore writers' purposes, techniques, contexts, themes and effects on an increasingly complex and abstract level, partly through the exploration of alternative interpretations, critical views and theatre productions.

A Level

Unit 1 Drama and Poetry pre-1900 (40%)

- A Shakespeare play
- Comparison of a play and a poet.

AND

Unit 2 Comparative and Contextual Study (40%)

- An essay exploring connections between two set twentieth century novels, based around a particular topic; eg. Women, America
- An essay on an unseen prose extract based on the chosen topic, involving both close and wider reading.

AND

Unit 3 Coursework (20%).

- A flexible choice of texts (with one being post-2000), covering all 3 genres.
- A close reading or recreative piece with commentary.
- Comparison of two texts.

AS Level

Unit 1 (50%)

Shakespeare and poetry: two separate essays (same text list as A level)

Unit 2 (50%)

Modern prose (texts drawn from Unit 2 in the full A Level) and Modern drama (This text will also be used in the coursework for the A Level, to enable full co-teachability). Two separate essays.

What next?

This is a key subject for students planning to study the humanities, law or languages at university and it highly respected at all major institutions.

“Even when not looking specifically at texts for academic purposes, I still find it natural to read carefully. This brings me onto perhaps the most important and enduring gift that studying English at A Level has given me: love for English Literature and the language it was written in”

FURTHER MATHEMATICS

AS and A Level

Assessment: Examinations (100%)

Exam Board: Edexcel

Subject specification code: AS – 8FMO A Level -9FMO

Subject specification:

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/a-level-l3-further-mathematics-specification.pdf>

What will I study?

Further Mathematics is a course suitable for students who would like to study a broader range of mathematical topics than those available in Mathematics A-level, and who wish to gain a greater depth of understanding of many aspects of mathematics.

To study Further Mathematics you will also need to study Mathematics, so Mathematics and Further Mathematics will be two of your subject choices.

Within the Further Mathematics course you may have some choice of which aspects of mathematics to study. Initially you will study complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions, differential equations, trigonometry and coordinate geometry.

For the remaining 50% of the content different options are available. These options will build on the applied content in A-level Mathematics.

AS Further Mathematics in Year 13

Every year we find that some students who initially opted to study Mathematics at the beginning of Year 12, decide that they would like to study extra mathematics in Year 13, so that they achieve an AS in Further Mathematics, as well as their full A-level Mathematics. We offer this as a partially taught course in Year 13, and it is appropriate for well-motivated able students. Part of the course will require independent study. This course will broaden the range of mathematical topics encountered. You will only need to make a decision at the end of Year 12 on whether or not to study this course.

If you are unsure about opting for A-level Further Mathematics, we recommend you choose A-level Mathematics in year 12 and then study AS Further Mathematics in year 13.

What next?

Studying Further Mathematics encourages the development of a thorough and deep understanding of mathematical processes, concepts and methods. It provides an excellent basis for the study of many mathematically based courses at university, and is particularly appropriate for those wishing to study Mathematics, Physics, Engineering or Economics at a prestigious university. It also prepares students for employment in highly mathematical disciplines that require knowledge and understanding of sophisticated mathematical ideas and techniques.

“Further Maths has opened doors to hugely exciting areas of maths that we otherwise never would have come across.”

“It is really stimulating and gives us so much knowledge that can be used to help understand other areas of science. Often there are very unexpected links.”

FRENCH

A-Level

Assessment: Examinations: (100%)

Examination board: AQA

Subject examination codes: AS – 7651 A Level – 7652

Costs: Work Experience to France (Halsbury): £560

A-level French themes and sub-themes:

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world

Subject specification: <http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>

What will I study?

Paper 1: Listening, reading and writing

How it is assessed

- Written exam: 2 hours 30 minutes
- 100 marks • 50% of A-level

Paper 2: Writing

What is assessed?

- One text and one film or two texts from the list set in the specification

- Grammar

How it is assessed

- Written exam: 2 hours
- 80 marks in total
- 20% of A-level

Paper 3: Speaking

What is assessed?

- Individual research project
- One of four sub-themes ie Aspects of French-speaking society:

Aspects of French-speaking society:

Artistic culture in the French speaking world

Aspects of political life in the French-speaking world

How it is assessed

- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- 60 marks in total • 30% of A-level

A Level

Paper 1: Listening, reading and writing (40% of A-level)

- Written exam: 2 hours 30 minutes

Paper 2: Writing - two essays on two texts (Un sac de billes and Kiffe Kiffe demain)

(30% of A-level)

- Written exam: 2 hours

Paper 3: Speaking individual research project and discussion of one sub-theme (30% of A-level)

- Oral exam: 21–23 minutes (including 5 minutes preparation time)

You will read and respond to a variety of French -language written texts, covering different contexts, registers, styles and genres. You will learn how to adapt your spoken and written French language appropriately for different situations and purposes. You will become more adept at using the French language accurately to express facts and ideas, and to present explanations, opinions and information in both speech and writing. Students will understand and apply the grammatical system and a range of structures of the French language with a high degree of accuracy and will be required to transfer meaning from French into English and/or vice versa. The Advanced GCE specification requires students to use the language in speech and in writing to present viewpoints, develop arguments, analyse and evaluate. We recommend that students follow the full two year course to enable them to develop their language skills to their full potential. AS entries will only normally be made at the end of Year 13 with all students expected to attend all lessons for the full two years.

What next?

This qualification supports progression into further and higher education, training or employment. It provides a suitable foundation for specialist linguists wishing to study French at a higher level, those wishing to combine language study with other disciplines at higher level, and those considering other qualifications without a language focus. Students will acquire knowledge, skills and understanding that will be of benefit to them in their life beyond Kendrick and which will equip them with the necessary tools to take their place in a multilingual global society.

"By developing confidence to tackle current and stimulating topics, French offers its students the chance to master one of the world's most widely-spoken languages, and gives you the opportunity to open new doors through improving communication skills and immersing yourself in the culture."

GEOGRAPHY

AS and A Level

Assessment: AS - Examinations (100%) A Level – Examination (80%) and Independent Investigation (20%)

Exam board: Edexcel

Subject Specific code: AS – 8GEO; A Level – 9GEO

Subject specification: <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

What will I study?

Studying contemporary geography will enable you to better understand the world in which you are living; at its most basic level it looks at the relationship of human populations with each other, and with their physical environment. Geography A Level combines well with both arts and science subjects and provides the opportunity to develop your applied numeracy, and your essay/report writing skills – both of which are useful skills for all careers.

At AS the course will cover the following units:

- Tectonic Processes and Hazards
- Landscape Systems, Processes and Change – Coastal Landscapes and Change
- Globalisation
- Shaping Places – Diverse Places

At A Level the course will cover the four topics above and the following units:

- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security
- Superpowers
- Global Development and Connections – Health, Human Rights and Intervention.

The AS examination will include questions to test fieldwork skills; the A Level will examine these skills through an Independent Investigation of 3000-4000 words. Fieldwork is, therefore, an essential part of the course allowing you the opportunity to actually experience and investigate what you are learning about; you will take part in a number of fieldwork activities with 2 days required at AS and a 4 day residential at A Level.

All resources used in lessons, such as PowerPoints, class resources and notes, are made available on SharePoint so that lesson activities can be revisited by students enabling effective consolidation and revision. Super-curricular activities such as the Royal Geographical Society essay competition and Climate Change conference are encouraged and supported by staff and additional reading resources are highlighted to enable students to extend and enrich their learning where appropriate.

Geography lessons at Kendrick are varied and enjoyable; there is plenty of room for discussion and extended research which will help you become an independent thinker and learner and prepare you for life beyond the classroom.

What next?

As an academic and very well respected A Level option, which is recognised by the Russell Group of Universities as one of the eight facilitating subjects that helps to keep your options for the future open, Geography provides a strong grounding for those wishing to pursue a wide range of subject areas at degree level. The broad base and wide range of skills gained throughout the course has led to Geography at both A level and degree level being extremely highly valued by employers.

“The style of teaching at Kendrick really helped me to see Geography as an integrated way of studying the world, rather than as just simply ‘human’ and ‘physical’ topics; this way of thinking has helped me with my university applications and further studies at degree level.”

GERMAN

AS and A Level

Assessment: Examinations (100%)

Examination Board: AQA

Subject specification codes: AS – 7661 A Level – 7662

Subject specification: <http://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662>

Costs: Trip to Berlin /Munich (optional) ≈ £550; Trip to Aachen/Köln at Christmas (optional) ≈ £230

Work Experience with **Halsbury Travel** (optional) ≈ £560

AS and A-level German themes and sub-themes

Aspects of German-speaking society

- The changing state of the family
- The digital world
- Youth culture: fashion and trends, music, television

Multiculturalism in German-speaking society

- Immigration
- Integration
- Racism

Artistic culture in the German-speaking world

- Festivals and traditions
- Art and architecture
- Cultural life in Berlin, past and present

Aspects of political life in the German-speaking world

- German and the European Union
- Politics and youth
- German re-unification and its consequences

Assessments

AS

Paper 1: Listening, reading and writing (40% of AS)

- Written exam: 1 hour 45 minutes

Paper 2: Writing - essay on one text or film plus translation into German (30% of AS)

- Written exam: 1 hour 15 minutes

Paper 3: Speaking - discussion of two sub-themes (30% of AS)

- Oral exam: 12–14 minutes

A Level

Paper 1: Listening, reading and writing (40% of A-level)

- Written exam: 2 hours 30 minutes

Paper 2: Writing - two essays on two texts or one text and one film (30% of A-level)

- Written exam: 2 hours

Paper 3: Speaking individual research project and discussion of one sub-theme (30% of A-level)

- Oral exam: 21–23 minutes (including 5 minutes preparation time)

What will I study?

The Advanced level specification requires students to listen and respond to a variety of spoken German-language sources. You will read and respond to a variety of German-language written texts, covering different contexts, registers, styles and genres. You will learn how to adapt your spoken and written German language appropriately for different situations and purposes. You will become more adept at using the German language accurately to express facts and ideas, and to present explanations, opinions and information in both speech and writing. Students will understand and apply the grammatical system and a range of structures of the German language with a high degree of accuracy and will be required to transfer meaning from German into English and/or vice versa. In addition, students will acquire knowledge, skills and understanding that will be of benefit to them in their life beyond Kendrick and which will equip them with the necessary tools to take their place in a multilingual global society. We recommend that students follow the full two year course to enable them to develop their language skills to their full potential. AS entries will only normally be made at the end of Year 13 with all students expected to attend all lessons for the full two years.

What's next?

This qualification supports progression into further and higher education, training or employment. It provides a suitable foundation for specialist linguists wishing to study German at a higher level, those wishing to combine language study with other disciplines at higher level, and those considering other qualifications without a language focus.

"Not only does learning German make you more employable in any field you choose, it also gives you access to one of the most complex and fascinating cultures in Europe"

HISTORY

Board: OCR

AS assessment: two exams, each worth 50% of the AS Level, each 1 hour 30 minutes long

A Level assessment:

- Unit 1 - examination, 25% of A Level, 1 hour 30 minutes long
- Unit 2 - examination, 15% of A Level, 1 hour long
- Unit 3 - examination, 40% of A Level, 2 hours 30 minutes long
- Unit 4 - coursework: one essay of 3000-4000 words.

Subject specification codes: A Level: H505; AS Level: H105

Subject specification: <http://www.ocr.org.uk/qualifications/as-a-level-gce-history-a-h105-h505-from-2015/>

“To be ignorant of the past is to remain a child” – Cicero

What will I study?

History forms an important part of education in general and it is often claimed that an awareness of the past makes one better informed for the present. Studying History in the Sixth Form allows students to examine historical periods in greater depth than in previous years, enabling them to debate controversial topics in more detail than at GCSE level. History is a consistently popular subject in the Sixth Form at Kendrick. Most students complete the full A Level qualification. Each year, a number of students go on to study History at university, including Oxbridge.

The course

The A Level course, similarly to the current GCSE syllabus, mostly focuses on modern history, but studies societies which are new to students to present a fresh challenge. The course includes sections of essay-writing; analysis and evaluation of contemporary source material and historians’ interpretations, building on skills introduced in earlier years. We teach the A Level syllabus offered by the OCR exam board.

Two units will be studied by both A Level and AS Level students:

- Modern Britain, 1930-1997, including a source-based study of Winston Churchill, 1930-51
- The French Revolution and the rule of Napoleon Bonaparte, 1774-1815

Two additional units will be studied by A Level students only:

- Russia and its Rulers, 1855-1964
- A coursework essay of 3000-4000 words, worth 20% of the qualification, where students will have some choice of topic

What next?

- History retains its status as a very well respected qualification by universities and employers. The academic nature of the subject means that universities value History highly when offering places to students on a wide range of courses. History is frequently studied in combination with certain subjects such as English and Geography, where similar skills in reading, analytical thinking and writing are developed. History is also studied by students aiming to apply for medical courses who wish to show that their skills and interests extend beyond the sciences.
- As an academic and respected A Level option, History allows students a large degree of choice about potential career paths, and the skills of analytical thinking and writing which it develops are highly valued by employers. Careers for History students commonly include law, journalism, civil service, politics, heritage (museums, galleries, etc.), academic research, genealogy (family history) and education.

“History encourages me to have an analytical viewpoint that I am able to replicate throughout my studies; seeing the intricacy and development of societies from numerous perspectives. The relevance of history spans beyond the subject itself and the depth of involvement of religion and culture is both fascinating and inspiring to me.”

“History is such an interesting subject because it covers every aspect of people’s lives and so varies massively between different individuals, time periods and places. At A Level you can study more of this diversity than at GCSE and the more of the past you study, the more interesting it gets.”

LATIN

Examination Board: OCR

Subject specification codes: A Level – H443; AS – OCR HO43

Subject specification: <http://www.ocr.org.uk/qualifications/as-a-level-gce-latin-h043-h443-from-2016/>

Assessment:

Assessment is through examinations at the end of the second year of study (A Level) or at the end of the first year (AS), testing knowledge of language and literature through a combination of translation, comprehension and responses to prepared literature. The exams are as follows:

A Level Examinations

Unseen Translation (01) – 33% of the total

Comprehension (02) – 17% of the total A Level

Prose Literature (03) – 25% of the total A Level

Verse Literature (04) – 25% of the total A Level

AS Examinations

A Level Language (01) – 50% of the total AS

Literature (02) – 50% of the total AS

What will I study?

This course will help you to acquire understanding of the history and culture of the Classical World, whilst studying the language and literature of Ancient Rome and her empire.

For the A Level: Language work accounts for 50% of the total A Level, in which students study grammatical and syntactical structures, a range of prose authors and a verse author to develop their linguistic competence. Study of literature accounts for the remaining 50% of the A Level. For this latter element, students study two prose and two verse authors in Latin, as well as some further material in English translation to develop knowledge and understanding of the literary context of the set texts.

For the AS: The language component develops linguistic competence through the study of grammatical and syntactical constructions, and through studying a range of prose authors. The literature component requires the study of one prose and one verse text. Students also develop a familiarity with the literary context of these texts.

Teaching time is split between the study of the prescribed texts, including looking at the literary context of each one, and language work.

What next?

Latin is a useful qualification for those interested in the study of Classics, Ancient History, Classical Civilisation, Law, Medicine, History and a variety of other degree programmes. It also supports study of Modern Foreign Languages.

A Classics degree has a high rate of employment success and is popular with employers because it develops skills of independent, critical thinking; analysis and evaluation; and communication. The career opportunities are very wide but could include: academic or other fields of research, the legal profession, journalism, business and management.

“It was fascinating to see how European languages have evolved.”

“I have enjoyed the breadth of the subject, it is more than just the study of a language! It includes history, culture and literature too!”

“It has taught me key skills of analysis which I use for other subjects.”

MATHEMATICS

AS and A Level

Assessment: Examinations (100%)

Exam Board: Edexcel **AS** – Mathematics (8MAO); **A Level** –Mathematics (9MAO)

Subject specification: [Subjects and Departments\Maths\Specifications\A level mathematics-specification 2017.pdf](#)

What will I study?

The study of Mathematics will develop your understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment. You will extend your range of mathematical skills and techniques, and use them in increasingly more demanding situations. You will learn to use mathematics as an effective means of communication, and develop an awareness of the relevance of mathematics to other fields of study, to the world of work and society in general. You will use your mathematical knowledge to make logical and reasoned decisions in solving problems both in pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly.

Your course will contain both pure and applied mathematics. The applied content for both AS and A level mathematics is drawn from statistics and mechanics. Pure mathematics includes algebra and functions, coordinate geometry, sequences and series, trigonometry, exponential functions, logarithms, differentiation and integration.

Applied mathematics includes vectors, kinematics, forces, Newton's laws, statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing

Overarching themes of mathematical argument, language and proof, problem solving and mathematical modelling underpin all parts of the qualifications. The use of technology in the classroom is encouraged so a large data set will be provided for you to analyse as part of the AS and A level Mathematics specifications. Ability to use algebra is fundamental to all aspects of mathematics and you will develop your algebraic skills throughout.

Your numeracy skills are expected to be good and will be developed during the course. You will be encouraged to develop efficient and effective use of a calculator. A suitable calculator will be recommended for use in lessons and in the examination and will be available for purchase through school at a reasonable price.

What next?

Mathematics develops skills of logical, analytical reasoning that are valued in many careers and many degree courses. In fact many degree courses require Mathematics A-level, and even more will have some mathematical content, so the more mathematics that you study prior to university, the better prepared you will be. Careers and courses that specifically include mathematics include Mathematics itself, Physics and any Science based course, Engineering, Medicine, Architecture, Economics, Finance, Computing and Aeronautics. Nearly all research will require some form of statistical analysis, so a basic understanding of statistical concepts and processes will be valuable in a huge range of areas, including Psychology, Sociology, Geography, Geology, Biology and Forensics. Even if you choose a career path that does not specifically involve much mathematics, by studying Mathematics A-level you will have developed very valuable transferable skills.

“Maths is interesting, awesome – and you know when you are getting it right!”

“Maths is my favourite subject. It builds on GCSE but you can now see how the maths is actually used.” “Maths helps with logical thinking and communication in other subjects.”

“One good thing about maths is that the work is regular. If you work consistently you will do well.”

MUSIC

Assessment: Exam (40%) & Controlled Assessment (60%)

Exam Board: Edexcel

Subject specification codes: AS – 8MU0; A Level – 9MU0

Subject specification: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html#tab-0>

What will I study?

Music is ideal for students wanting to study a different type of subject, yet one which is rigorously academic and is respected by academia. This course will provide you with a thorough grounding in the three main musical disciplines of performing, composing, and listening and understanding. You will develop performance skills (solo and/or ensemble), compose music and learn about harmony (the basics at AS and stylistic studies at A Level), at the same time building up your aural and analytical skills by studying extracts from the Anthology of Music.

At AS you will work on elements of performance practice, learn to compose and arrange music, understand harmony and how different composers compose, and learn how to analyse music through listening to and studying scores in set works, identifying musical features and as well as social and historical context.

If you choose to study the full A Level, you will develop your performance skills further to produce a recital, and specialise in a technical study and composing skills. You will also develop your knowledge of music from periods in history through learning more set works, and learn how to compare and contrast extracts, contextualise music, and identify tonal features.

Music students are expected to participate in extra-curricular activities and very often run ensembles. There will be opportunities to attend concerts and theatre trips.

The ability to read at least one clef (treble or bass) is essential.

What next?

A Level Music gives a secure foundation for students wishing to pursue Music at degree level, whether at University or Conservatoire.

'I have really enjoyed the variety within the course as there is something to interest every type of musician. I particularly like analysing the set works and their historical context.'

'I am really enjoying learning the new set works, especially the Film Music pieces. A Level Music allows us to analyse the music in a much deeper way than we did at GCSE.'

'I really love the individual support from the teachers that comes with A Level, and you become very close with your classmates as the classes are smaller. There is a lot to work through, including harmony and listening exercises, as well as many full scores to analyse! I've learned a lot about composers through the ages and the many different styles of music they composed, which has been incredibly interesting.'

PHYSICAL EDUCATION (PE)

A Level

Assessment: 30% Practical performance in physical activity and sport, 70% Examination

Exam board: AQA

Subject specification codes: AS – 7581; A Level – 7582

Subject specification: <http://www.aqa.org.uk/subjects/physical-education/as-and-a-level>

What I will study?

Paper 1

Written examination 2 hours

Factors affecting participation in physical activity and sport

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

Paper 2

Written examination 2 hours

Factors affecting optimal performance in physical activity and sport

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

Non-exam assessment

Internal assessment and external moderation

Practical performance in physical activity and sport

Assessed as a performer or coach in the full sided version of one activity

Written/verbal analysis of performance

What next?

- Many universities offer Sport related courses including:
 - Sport and exercise science, Sport business management, Sports Engineering, Sport and exercise psychology, Sport Technology, Sport Journalism, Sports Injury, Sport Science and Exercise practice, Sport, Physical education and Coaching, Sport development with coaching, Applied sport science and Sport studies.
 - This A level course is also very well accepted and useful when applying for physiotherapy or medicine.

‘What I find so interesting about PE is how relevant it is to every individual on a personal level and I am able to apply my knowledge to my everyday lifestyle as well as my sport. I have found that the subject has been really useful alongside my biology course, giving me a broader understanding of physiology and the way the human body works both physically and mentally.’

‘What I love about this subject is that it has a large section of psychology in it, which is really interesting and it is the only subject that has that aspect to it.’

PHYSICS

AS and A Level

Edexcel AS: 8PH0 A Level: 9PH0

Assessment: AS: Core Physics I: 8PH0/01 50%, Core Physics II: 8PHP/02 50%

A Level: Advanced Physics I: 9PH0/01 30%, Advanced Physics: 2 9PH0/02 30%,

General and Practical principles in Physics: 9PH0/03 40%

Science Practical Endorsement: Students complete Core Practicals within the course to cover this.

Exam Board: Pearson Edexcel

Subject specification codes: AS: 8PH0, A Level: 9PH0

Subject specification: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physics-2015.html>

AS & A-Level

The Physics department aims to introduce students to the wonders of the natural world from the very small to the very large, from every day phenomena to the exotic, from simple to complex. The aim is to make this world more accessible and understood and to allow students to enjoy the experiments, expand their thinking, and be amazed at how the laws of physics make the physical world behave. We aim to help students to realise that 'Physics is Fun' rather than the popular perception that Physics is hard. A-Level Physics is suitable for students who have followed a GCSE Double Award course or a GCSE Separate Science Physics course.

The word 'physics' means 'nature' and thus physics, in the original sense of the word, means study of nature and the world in which we live. Physics thus occupies a central position in science and is concerned with the whole range of natural phenomena from the study of sub-nuclear particles to the structure of the universe. In addition, the wide practical applications of Physics mean that it has immediate relevance to modern technological developments. The Physicist thus has a vital role to play in extending our knowledge of nature and in helping to develop our technology further.

Costs: Students will be provided with one general Advanced level textbook and one Edexcel AS textbook based on the old specification. It will be recommended that students purchase a textbook written for the new specification – they will be advised on which will be most useful.

What will I study?

Year 12 AS: Mechanics, Electric circuits, Materials, Waves and particle nature of light, experimental physics

Years 13: Electric & magnetic fields, further mechanics, particle physics, thermal physics, nuclear physics, cosmology, experimental physics.

Experimental Physics is embedded in the course, with Core Practicals at regular intervals. These are used as the basis for written questions on experimental work in paper 3 at A Level.

It is advantageous to take AS or A Level Maths.

What next?

Physics is an exciting, challenging subject and the topics offered in Physics provide an ideal training for your future. The ideas and techniques developed during your study of Physics will be invaluable in a wide variety of degrees, including medicine and engineering. Physics is considered a good 'thinking' subject and is well respected as an entry qualification for many careers.

"I chose Physics because it is interesting and opens the door to a possible science related career. It is really fun and some of the experiments are very exciting. There is a good mix between theory and practical. It is a great choice and I recommend it."

RELIGIOUS STUDIES, PHILOSOPHY & ETHICS

AS and A level

Assessment: Examinations (100%)

Exam Board: Edexcel

Subject specification codes: AS – 8RS01, 2, 4B; A Level – 9RS01, 2, 4B.

Subject specification: <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/religious-studies-2016.html>

“Philosophy begins in wonder” - Plato

What will I study?

The study of Philosophy and Ethics dates back to ancient Greece and the ideas that have evolved from those early times have influenced and underpinned our changing perceptions of reality, scientific discovery, political thought and ethical dilemmas (such as abortion and justice). They continue to do so with great vigour. The modern study of religion as an academic subject is more recent and emerged out of 19th century academic studies and challenges to religion, including Biblical analysis, the rise of atheism and science and alongside other emerging disciplines such as anthropology and sociology.

Philosophy continues to influence society and our perceptions of reality. Ethical theories, like utilitarianism, engage us in ideas about justice and what is and is not morally wrong and the reasoning behind this. Religion is a powerful force in the world, shaping the world views of billions of people, guiding them to make decisions that impact on us all. Therein lies the import of its study.

This course provides a rich and varied entry into the study of Philosophy, Ethics and Religion. The three examinations encourage students to analyse and evaluate arguments to a high level.

There are three one hour exams at AS and three two hour exams at A level.

At AS:

Philosophy: Philosophical issues and questions; The nature and influence of religious experience; Problems of evil and suffering

Ethics: Significant concepts in religion and ethics; A study of three ethical theories; Application of ethical theories

Christianity: Religious beliefs, values and teachings; Sources of wisdom and authority; Practices that shape and express religious identity.

At A Level, the above plus:

Philosophy: Religious language; The works of scholars including Richard Dawkins; Life after death and religion and science.

Ethics: Ethical language; Deontology and virtue ethics; Medical ethics.

Christianity: Social and historical developments; Works of scholars including John Hick; Religion and society

What next?

At degree level, Philosophy (of which Ethics is a branch) combines well with many courses including Maths and Physics. Philosophy is a highly respected course of study and many degrees will incorporate some elements of philosophical analysis, including Drama and Art.

Religious Studies combines well with other A Level subjects such as English, History and Economics as it requires very similar analytic skills, selection of relevant material to produce a logical argument, supported by evidence, and the ability to consider a complex issue from a variety of viewpoints.

"By taking RS A-Level I have been able to develop a deeper understanding as to how much of an impact religion has on society and how vital it is to understanding the world we live in"

SOCIOLOGY

AS and A Level

Assessment: Examinations (100%)

Exam board: AQA

Subject specification code: AS – 7191; A Level – 7192

Subject specification: <http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192>

What will I study?

Sociology is the study of society. Taking this subject gives students a chance to explore something different to reflect a new phase in their education. It is one of the social sciences (subjects focusing on human behaviour). Professional sociologists are often interviewed in the news to explain riots, the rise in a particular type of crime or whether changing the benefit system could encourage more couples to get married. They might offer a view about whether media violence affects children or why certain groups perform badly at school. Sociologists perform a useful function because they have studied issues thoroughly by observing or interviewing people or using similar methods. All these topics are part of the **AQA AS/A Level** courses, so potentially our students could also become expert sociologists interviewed on television or consulted by a government deciding how to address a pressing social issue.

However, many students with other ambitions take Sociology to widen their horizons. We are all intrigued by issues such as why men and women often act so differently and whether it is possible to reduce global inequalities. Sociologists disagree amongst themselves as there are no easy answers, so in the lessons we spend a lot of time in lively discussions. The course begins with a general introduction about how being brought up in a society makes people different from feral (wild) humans and examine some contrasting views about equality and hierarchies.

What Next?

Whilst many students go on to study Social Sciences and Humanities such as Sociology, Psychology, PPE, Criminology, Law, History and English, this course provides a strong grounding for those wishing to pursue many other subject areas at degree level.

“It has helped me to be more aware and I understand more in the news and keep up to date about the world”

“It is one of the few subjects where you are genuinely required to think!”

“Interesting, relevant, hard work”

“Well and truly outside of the box”

“Sets you up with life skills”

Extended Project Qualification (AQA)

This subject is currently offered as an enrichment subject in Year 13.

Examination Board: AQA

Subject specification code: Level 3 Extended Project Qualification (7993)

Subject specification: <http://www.aqa.org.uk/subjects/projects/aqa-certificate/EPQ-7993>

Assessment:

Equivalent to half an A Level, A* worth 70 UCAS points

Assessment is through the candidate completing a Production Log of the process which leads them to produce a 5000 word essay, or artefact (plus 1000 word supporting report) and presentation.

There are 4 assessment objectives:

AO1: Planning

AO2: Use of Resources

AO3: Develop and realise

AO4: Review

Support for students

Although, by design, this course is about independent study, it is structured in such a way that students are supported well. Each student is allocated a supervisor with whom they will have regular tutorial-style meetings. Students will also be expected to attend a series of sessions in which key skills are taught, which inform and then enable students to access the get the most out of their commitment and to achieve the highest grades that this qualification offers.

Timeline

Currently, students commence their EPQ in April/May of Year 12 and complete it by April in Year 13.

A commitment of approximately 10 months/90 hours (20 teaching, 30 researching, 20 analysing, 10 write-up, 10 presentation/exhibition).

Marking and moderation

The work is assessed as 100% coursework, with no examination.

The EPQ is first marked by the supervisor who has worked closely with the student. Then the marking is validated internally by the other supervisors and/or the EPQ co-ordinator. Finally a sample of projects will be moderated externally by the AQA moderation team.

Usefulness to university applications and higher education

Helps to build the skills "disconnect" between A Levels and degrees.

Learners at university are expected to learn:

- independently
- by researching
- with a capacity for critical thinking
- through synthesise and by making connections
- by planning well and delivering longer project work to a schedule
- by presenting outcomes appropriately and persuasively

The skills imparted to EPQ students help significantly with the above skill-set requirements.

Not all universities will recognise the EPQ as part of their offer requirement, but there is the trend that more are doing so. Some admissions teams reduce the grade-offer for a specified subject by a grade if an EPQ grade A is achieved. However, universities which may not take into account the EPQ with regard to their grade offers may well still be more interested in students who reveal a deep and genuine passion for a subject, and the EPQ can be such a vehicle.

What will I study and learn?

<p>Taught skills required, including:</p> <ul style="list-style-type: none"> • Effective research • Critical analysis of resources • Referencing • Plagiarism avoidance • Planning • Report writing • Time Management • Presentation skills • Other skills as necessary (e.g. Film making) 	<p>Other aspects:</p> <ul style="list-style-type: none"> • Choosing a topic that will hold your interest • Planning (for lots of different stages) • Researching • Analysing • Writing a report or essay • Giving a presentation • Setting up an exhibition • Reflection and evaluation
---	---

Breadth of scope for students

Some example of titles chosen by previous students.

Artefact: 'An informative, yet humorous, comic on the first act of 'Hamlet' aimed at young adults.'

Essay: 'What are the social and ethical implications of mitochondrial gene transfer therapy?'

Essay: 'To what extent is Milton Keynes a sustainable community?'

Essay: 'Should new law be implemented concerning the nationality of children born on the Mars One base?'

'My love for Biology stems from a fascination with the intricacies of the human mind, which I explored in the book "The Man Who Mistook His Wife for a Hat" by Oliver Sacks. I was particularly intrigued by the case of a man who walked with a tilt due to Parkinson's disease, as it highlighted how neurodegenerative diseases can have life-changing effects. Another effect of these diseases is dementia, which I have first-hand experience with as a volunteer at a care home. Seeing the impact of dementia on the residents and their families sparked my curiosity in the condition and has led me to do an Extended Project Qualification on methods of treating dementia. I enjoy the academic rigour of the EPQ - not only has it improved my time management and personal learning skills, but it has allowed me to explore my subjects beyond the syllabus and see their application in medicine.'

"It has taught me key skills of analysis which I use for other subjects."