

KENDRICK SCHOOL

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www.kendrick.reading.sch.uk

SIXTH FORM PROSPECTUS

For Entry into Year 12 in September 2027

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HEAD OF SIXTH FORM
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WELCOME FROM THE HEADTEACHER



Kendrick School is an 11 to 18 selective girls' school with academy status. With approximately 950 students on roll, it has a well-deserved local and national reputation for excellence.

Our vision at Kendrick is to be a centre of excellence where personal development is valued as highly as academic achievement. We are committed to providing a safe, exciting and inclusive environment where students can be themselves, develop self-confidence and discover their strengths. Kendrick is a place where every student feels a sense of belonging and can grow into a successful young adult while continuing to enjoy the opportunities and experiences of childhood.

We are proud to play an active role within the Reading community and beyond. Through initiatives such as the Widening Horizons Project, which engages students from local primary schools, we strive to make selective education more accessible to girls from all backgrounds.

At Kendrick, students and staff work together with confidence, curiosity and ambition. We challenge one another to think creatively, embrace innovation and pursue excellence in all that we do. We aim to be a school where everyone can lead, inspire and make a positive difference to the lives of girls and young women.

In its most recent Ofsted inspection, Kendrick School was judged to be Outstanding. Inspectors noted that: "Pupils and sixth-formers are justly proud of their school community. They delight in their learning and truly excel here. One parent spoke for many when reflecting, 'The school does a great job of creating well-rounded, kind, human beings who will hopefully go on to make the world a better place. The academic results are important, of course, but far from the only focus.' Inspectors totally agree."

School life at Kendrick is busy and purposeful. Students work hard in lessons and take maximum benefit from every hour that they are taught. Staff value the engagement and motivation of students, as well as unwavering support of parents and carers. As a result, Kendrick is a rewarding place both to learn and to work.

Outside of lessons there is a very full programme of extra and super curricular opportunities including many clubs and societies, trips, challenges and competitions. Music, art, drama and sports all thrive in lessons as well as clubs and the House System gives students the chance to participate in events and competitions with students from other forms and year groups. It is a source of great joy to me how much the older students interact with and encourage the younger students at Kendrick. Kendrick Student Leaders exemplify this spirit through the creative and inclusive initiatives they lead.

As part of Kendrick's community work, I am particularly proud of the Widening Horizons project that engages students from primary schools and the local area. For the last three years, we have been awarded the Sutton Trust Fair School Admissions Award (Gold). This recognition reflects our commitment to fair and accessible admissions, and we are immensely proud of this achievement.

Whatever your connection with Kendrick School, I hope your experience is a positive one and that you see the same joy of learning, sense of purpose and spirit of community that I experience every day. Kendrick is truly a very special place to learn, work and grow

Mr Nicholas Simmonds
Headteacher

WELCOME FROM THE HEAD OF SIXTH FORM



We are 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 other individual talents and achievements, both at Regional and National level.

At Kendrick School we ensure breadth of opportunity for all students, with staff who offer a holistic education and stimulating experience both in and beyond the classroom.

Our Sixth Form is highly oversubscribed. There are approximately 150 students in each of Years 12 and 13, with approximately 40 external admissions each year. Form groups are vertical with a mix of Year 12 and 13 students in each, with a highly experienced Sixth Form Tutor Team, who provide exceptional pastoral care for every individual.

Kendrick School is committed to providing a flexible and personalised approach to examination entries for all students. Information, advice and guidance for all students enables them to choose the appropriate curriculum pathway and our three and four A-Level pathways are complemented by a programme of personal development, enrichment and physical education. Leadership and volunteering opportunities are plentiful and we expect students to become fully involved in this aspect of school life and become strong role models for the younger years.

We recognise that the world is a complex place to grow up in, with challenges coming from many angles and decisions to be made throughout sixth form life. Our Personal Development curriculum has a student-centred approach which responds to the changing needs of our cohort and enables the students to develop into well rounded individuals who are prepared to tackle successfully the futures they aspire to.
Students thrive in our highly academic environment and go on to access some of the most competitive university courses and degree apprenticeships in the country.

In summary, Kendrick School Sixth Form will provide the culture and environment where students will have the opportunity to work hard and develop a passion for their academic subjects. They will be able to develop as a learner, as well as an individual, achieving their potential and encouraged to flourish along every step of the way. We will nurture the potential of every young person through our broad and diverse curriculum and develop the engineers, lawyers, scientists, writers, artists, businesswomen and leaders of the future.

We very much encourage you to apply, so that you can experience the exciting opportunity of sixth form study at Kendrick School.



Mrs Gillian Hearn
Assistant Headteacher and Head of Sixth Form

A MESSAGE FROM THE KENDRICK STUDENT LEADERSHIP TEAM (KSLT)

Capturing the full experience of Sixth Form life at Kendrick in just a few words is a challenge; however, it can be characterised by a strong sense of **community, dedication, and academic ambition**.

As Kendrick students, we strive for excellence in all aspects of our education, whether through leadership roles or preparing for future academic and professional pursuits. We take pride in being a student at one of the highest-achieving Sixth Forms nationally, and we hope this overview provides a meaningful insight into life here.

Kendrick has supported our development as well-rounded individuals, who are eager to explore the world as socially intelligent young adults. The reflections provided by each Student Leader Committee aim to offer you a clearer understanding of the opportunities and experiences that Kendrick School provides.

Curriculum and Current Affairs Committee



I joined Kendrick in Year 12 and I am so appreciative of all the opportunities I have had. The opportunities to volunteer, participate and lead clubs and societies have shaped my Kendrick experience, and are truly enriching. At Kendrick, staff provide unending support, answering questions, helping to solve problems and suggesting areas to research further. Kendrick supports all students, whether that is in the UCAS process, in securing degree apprenticeships or moving towards adulthood. As a CCA Committee we hope to create an environment where students feel informed, empowered and heard by providing opportunities to consider the significance of events affecting people across the world, and more locally.

My committee and I are here to ensure all students feel informed and confident in engaging with the world around them. We aim to spark curiosity, encourage critical thinking, and create an inclusive space where everyone feels comfortable sharing their views.

Through our podcast, 'Kendrick School of Thought', and the KLST newsletter, we provide insights on a wide range of topics to foster open discussions among both staff and students about current news. We also facilitate debates and offer opportunities for students to contribute written articles to each newsletter edition, promoting active participation and diverse perspectives. These are just some ways in which Kendrick will support your development as a student, and it is truly the best sixth form to help you reach your full potential.

Student Wellbeing Committee

The Kendrick Wellbeing committee are delighted that you are considering joining our sixth form and can assure you that whether you join from year 7, year 12 or anywhere in between, everyone is warmly welcomed and supported by both students and staff. In our experience, Kendrick is a place where we have been encouraged to challenge ourselves and grow in ways we would not have imagined, both in and out of the classroom.



The culture created here, and the support that we offer each other, is truly one of a kind, so much so that it makes our job as the Wellbeing committee sometimes challenging as we wonder how else we can bolster the healthy environment and lives of individuals in our community.

Currently, we are working to ground Wellbeing through a student-led gazette containing articles written by Wellbeing ambassadors from across the school, as well as organising fairs and activities to celebrate inclusion and self-care, such as weekly sessions in the base to take the pressure off school life.

We understand that it may seem daunting to move to this new stage of life, where you are expected to be more independent; it is our job as the wellbeing committee to make everyone feel that they are included and have someone to talk to, especially as students who have been in your position not too long ago.

We feel so privileged to form part of the wider support system at Kendrick, and feel confident that it is a place where every student will be valued and cared for.

Community Committee



I've been at Kendrick since Year 7, and one thing I have always loved about the school is its welcoming, friendly and supportive community, where everyone feels valued. Kendrick is a place that encourages growth in every sense, both academically and personally. Whether through academic enrichment, extracurricular activities or opportunities to take on positions of responsibility, the school empowers students to broaden their horizons and reach their full potential.

Now that I'm a member of the Community Committee, my role is to strengthen the sense of belonging within our school, whilst also building meaningful connections with the wider community. Through our awareness campaigns and fundraising events, like the ever-popular Fringe Fortnight, we hope to bring students together around causes that make a genuine difference beyond the school gates. This year, we are proud to be supporting Me2 Club and Home-Start Reading, both of which are dedicated to giving children from disadvantaged backgrounds the opportunities and experiences to enjoy a happy, fulfilling childhood.

For those joining us from other schools, the transition into Sixth Form is made easier by the warmth and encouragement of both students and staff, helping you settle in, form new friendships and embrace greater independence. At Kendrick, you will find more than just a place to learn; you will become part of a community that encourages you to make the most of every opportunity and inspires you to make a positive difference.

House Committees

The House System lies at the heart of the Kendrick School community, with strong competition and camaraderie between the three houses: Palmer, Sidmouth and Cedars. Three very enthusiastic House Captains lead each House and sport their House colours (green for Palmer, yellow for Sidmouth and blue for Cedars) at every given opportunity, including the highly coveted House Drama competition and our annual Sports Day. There truly is something for everyone, from House football to House University Challenge and from House Music to House Chess, so whatever you love, make sure to get involved.

Palmer, Sidmouth and Cedars all foster an incredible sense of community, friendly competition and belonging. While many schools have Houses, few schools have Houses like Kendrick.

Palmer House Committee



Kendrick has always offered me well-rounded support for any ambition I decide to take on. As leader of Palmer House, our main goal as a team is to bring the community together throughout the year groups, encouraging friendly competition in a way that allows a student's personal interests to flourish! Running events such as House Drama, House Music, House Mario Kart, Sports Day and so much more provides everyone with the opportunity to get involved and earn points for their house. We not only think these events are essential for building teamwork, but they allow a new student to Kendrick, regardless of their year group, to immediately experience the strength of the Kendrick family community.

Cedars House Committee



Having joined Kendrick in Year 12, I was immediately comforted by the kindness and warmth that radiated throughout the school. This is a community where everyone, students and teachers alike, support each other and genuinely care for one another. During my time here, Kendrick has allowed me to grow tremendously in many ways that I could not have previously imagined. The sixth form is truly an invaluable place to flourish, during such an important stepping stone alongside your A level studies.

One of the categories that Kendrick excels in, is its focus on various enriching activities outside of the curriculum, allowing us to become more well-rounded individuals. As one of three Cedars House Captains, I have had the opportunity to organise events that bring together teamwork, creativity, and healthy competition, such as House Music, House Drama and Sports Day. These are all meaningful examples of how uplifting each other and connecting with one another brings together exciting events, that are worth remembering. And I could not be prouder to be part of this vibrant and empowering atmosphere.

We are excited to see lots of you getting involved throughout the year – whether it is performing, competing, or simply showing up to support your fellow Cedars Seal! As the reigning champions, we hope to continue to strengthen our Cedars house spirit and to work as a team to keep the House Cup blue for another year!

Sidmouth House Committee



Hello everyone! We are delighted that you are considering joining Kendrick for Sixth Form. At Kendrick, one of the ways in which we ensure that all students feel engaged in school life is through our House System, where our three houses (Palmer - green, Sidmouth - yellow, Cedars - blue) ensures that you meet an incredible range of new people. In joining Year 12, you are not only becoming part of the Sixth Form cohort but also joining the core of the Kendrick community, something which the House System enables you to experience.
Throughout the year, we hold many House events to ensure that we have something for everyone. From House Music to House Drama, House Rounders to House University Challenge, we encourage you to get involved in as many events as possible.

After Easter, the House points are totalled up and the House with the most points wins the House Cup, and we hope to see as much participation as possible!

We understand that it can be intimidating to move into a new phase of your school life, whether you've been at Kendrick before or not, but the house events are an amazing way to meet new people and make some new friends. We will be at every house event so there will always be at least three friendly faces for you!

THE SIXTH FORM AT KENDRICK

The academic offer for 2027-29 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 (if available), 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 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/carers.

Curriculum Pathways

Year 12

Four A-Level Pathway

- 4 A-Level subjects
- PSHE, Enrichment, Core RS and Physical Education

Three A-Level Pathway

- 3 A-Level subjects
- PSHE, Enrichment, Core RS and Physical Education

In Term 4 the Extended Project Qualification will be launched and in Term 5 the AS Further Mathematics course will be launched and students will have the option to include these in their timetables. 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)
- PSHE, Enrichment and Physical Education

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
- PSHE, Enrichment and Physical Education

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; 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 are being offered at A Level in September 2027

Art & Design
Biology
Chemistry
Classical Civilisation
Computer Science
Economics
English Literature
French
Further Mathematics
Geography
German
History
Latin
Mathematics
Music
Philosophy
Physical Education
Physics
Sociology

In Year 13 we also offer the Extended Project Qualification (EPQ) and AS Further Mathematics.

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 focused PSHE 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. 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, Work Related Learning Coordinator, and Sixth Form tutors. We also fully support and help the students who opt to have a gap year, enter a Degree Level Apprenticeship or go directly into employment.

Overall responsibility for the learning and welfare of all students in the Sixth Form lies with Mrs Hearn, the Head of Sixth Form and Mr Wilson and Mr Duncan, the Deputy Heads of Sixth Form.

On entry into Year 12 students are placed into a vertical tutor group with a mix of Year 12 and 13 students. The Form Tutor will monitor their progress and help support students settle into life in Kendrick School Sixth Form.

In Year 13 students 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.

SIXTH FORM LIFE AND OPPORTUNITIES

Physical Education, Voluntary Work, Pastoral Support, Work Experience

All students have the opportunity to take part in weekly PE lessons and students are encouraged to be active and take a break from academic study. There are extra-curricular music and drama activities running throughout the year, in which sixth form students take a leading role.

Students are encouraged to take part in voluntary work within school, mentoring younger students, running clubs and House events and helping with subject specific activities including music or PE activities. Sixth form students are strong role models for the rest of the school and their involvement in lunchtime and after school activities is an important part of their school life.

Pastoral support for sixth form students is exceptional, with form tutors spending both morning and afternoon registrations with their tutor group, alongside a regular fortnightly PSHE lesson. Students who need additional support to navigate their study or personal issues have access to welfare support and school counsellor sessions throughout their time in the sixth form.

Students in Year 12 are expected to secure a work experience placement in term 6. The careers co-ordinator supports with these placements and informs Sixth Form students of offers of work experience placements which are offered by our valued network of supporting businesses and contacts.

Kendrick Student Leaders

The Kendrick Student Leadership Team (KSLT) includes the Student Leaders and House Captains. These students undertake specific roles working with younger students in the school. The Kendrick Student Leaders have an important role in representing the school at both in school and out of school events. They are excellent Ambassadors for the school.

House System

The three Houses at Kendrick are: **Cedars, Palmer, and Sidmouth** named after the buildings and benefactors of the school and Reading. There are an ever-increasing number of House events that take place over the year, these include: House Music, House Drama, House Sport, and House Quizzes. These events encourage students to integrate and work with other students from across the different year groups.

Clubs and Societies

There is a rich and varied programme of clubs and societies, often run by Sixth Form students. There is also an opportunity to set up any activity or club that is not currently available.

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.

TERM DATES

These can be found on our website. Please ensure you have looked at these before booking any holidays.

TIMES OF THE SCHOOL DAY

Registration am	8.25am – 8.40am
Period 1	8.45am – 9.45am
Period 2	9.50am – 10.50am
First Break	10.50am – 11.05am
Period 3	11.10am – 12.10pm
Second Break	12.10pm – 12.55pm
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 Kattirtzi Library is open until 4.00pm and students are welcome to study there, supervised by a Library Resources Manager.

ENTRY REQUIREMENTS

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

- **8 GCSEs (or recognised DfE equivalent) grades 9-5 or A*-B, two of which must be English Language and Mathematics and all should be from full GCSE courses.**
- **BTEC Level 2 at Distinction*, Distinction or Merit will be accepted.**
- **At least a 6 or grade B at GCSE in the subjects to be studied at AS/A-level, apart from Biology, Chemistry, Physics and Mathematics which requires a 7 or grade A at GCSE and Further Mathematics which requires a 9-8 or Grade A* in GCSE Mathematics.**

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 2027 Entry for more information and carefully read our oversubscription criteria which is included in the policy**.

Grade A or 7 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.

Students who wish to study Further Mathematics must achieve a Grade 9-8 (or A*) 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 Classical Civilisation, Economics, Philosophy 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 can also sometimes study subjects at A Level that they have not studied at GCSE if they have the appropriate skill or aptitude in the subject, including if a native speaker for languages (French or German); participate in Art, Music or PE outside of school; show a strength in humanities for Geography or History or show a strength in Maths for Computer Science. Any students interested in studying one of these subjects without the GCSE in the subject should speak to or contact the relevant head of department for further information

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 ENIC).

Students who are Home Schooled will be asked to provide a reference and predicted GCSE grades from a professional body.

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 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 senior staff to discuss their application. The discussion will focus on subject options, higher education aspirations, extra-curricular interests to be followed in the Sixth Form and so on. Kendrick School students will be asked to confirm their intention to remain at Kendrick by Friday 12th March 2027.

Key Dates

Year 11 Preliminary A Level Subject Selection assembly.	Thursday 22nd October 2026
Preliminary Questionnaire issued to all Year 11 inviting provisional A Level subject selection	
Post 16 Conference	Tuesday 5th November 2026
Sixth Form Open Evening	Wednesday 11th November 2026
Deadline for return of Preliminary Questionnaire	Wednesday 9th December 2026
Deadline for return of final option forms	Monday 1st February 2027
Consultation meetings to be held	Week beginning Monday 22nd February 2027
Provisional offers of places will be sent out	By Friday 5th March 2027
Deadline for accepting/declining a place	Friday 12th March 2027
Transition Day*	Thursday 24th June 2027

GCSE Results Day	Thursday 19th August 2027
Registration Deadline	Thursday 19th August 2027 (remote), 12 mid day
First Day of Term*	TBC

*compulsory attendance

HOW TO APPLY – STUDENTS FROM OTHER SCHOOLS

We are delighted to receive 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 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 closing date for the completion of application forms is Friday 8th January 2027.** You will be kept updated on the status of your application after this date and the next steps in the application process.

Key Dates

Sixth Form Open Evening	Wednesday 11th November 2026
Online application opens. Link available on our website	By no later than 17th November 2026
Deadline for receipt of application form to be received by Kendrick	Friday 8th January 2027 (midnight)
Provisional offers of places will be sent out	By Friday 5th March 2027
Deadline for accepting/declining a place	Friday 12th March 2027
Transition Day*	Thursday 24th June 2027
GCSE Results Day	Thursday 19th August 2027
Registration Deadline	Thursday 19th August 2027 (remote), 12 midday
First Day of Term*	TBC

*compulsory attendance

GENERAL INFORMATION

Transition Day

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. Attendance at this event 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 reference 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, admission test, possible submission of marked work, interview and conditional offer based on A-level results. It is not possible to provide extra teaching for Oxford and Cambridge entrance. 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 time 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 child 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.

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.

Educational Visits

Biology and Geography A-level students are required to go on the relevant Field Study course and parents/carers 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 receive a contribution towards this payment.

Inclusion

Within the context of a selective school an appropriate policy and procedure have been devised to meet the legal requirements for special educational needs taking into account the Code of Practice and SEND legislation.

Staff recognise the need to support students of all abilities and needs within the school. Support is provided mainly by sensitive teacher intervention, but sometimes by the formation of small sets of students. All departments review their range of teaching strategies to ensure that they meet the needs of all students. They are careful to provide challenging, but appropriate, work to enable students to succeed with confidence. Form tutors and Heads of Key Stage track achievement in relation to standards on entry and identify promptly students who appear to be underachieving. Additional support is given to these students and parents are consulted where appropriate.

There are a small number of students with physical or emotional needs; staff are made aware of specific problems and amend their teaching programme accordingly. The school's INCLUSION & SEND POLICY 2026-27.docx as well as the SEND information report is available on our school website.

ACCESS ARRANGEMENTS: Under certain circumstances a student may be entitled to special arrangements for public examinations. These could include additional time, rest periods, enlarged papers or the use of a scribe or word processor. These arrangements would be based on the special educational needs of an individual student. Parents/carers are requested to contact the school at the earliest opportunity to ensure appropriate arrangements are made both in curriculum provision and in public examinations.

Every endeavour has been made to make the school buildings, curriculum, practices and procedures as accessible as possible.

Mental Health and Wellbeing

We want everyone in the Sixth Form to be comfortable, happy and able to enjoy their A-level courses from day one. However sometimes there are difficulties along the way. The Sixth Form Team is here to listen to any feelings you have about settling in, friendships, expectations, the future, work – whatever it is, we can listen and put support in place for you. That may be a regular check-in to make sure things are improving, or a session on exam anxiety, or how to get more organised. The main thing is for them not to feel alone or that the worry is too small to bother with. Staff are available every day in the Sixth Form Office and contactable by email.

At Kendrick School we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and trustees (our school community). Our ethos and culture allow students' voices to be heard, and using effective policies and procedures, we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

Our Mental Health and Wellbeing Policy aims are to:

- Promote positive mental health and emotional wellbeing to our school community.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues. Provide the right support to students with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience-building techniques.

To read the Mental Health and Emotional Wellbeing Policy in full, please click here. The student wellbeing page on the website can be accessed here.

DESTINATIONS 2026

The destinations for 2026 can be found on our website via this link

EXAMINATION RESULTS

Kendrick School exam results can be found on our website via this link.

APPENDIX 1 – EXPECTATIONS OF OUR SIXTH FORM STUDENTS

The students at Kendrick School are expected to abide by the Kendrick School pledge below. The Sixth Form students are role models to the younger students and should always set a good example.

We, the students, staff and friends of Kendrick School, pledge to uphold the values of friendship, kindness and respect.
We promise to stand against prejudice, ignorance and injustice in all its forms, promoting the values of equality, tolerance and justice for all.

The Sixth Form building is open between 7.30-4.00 every day. You can leave the school site during the day to visit the local shops, but please do not be out of school for longer than 30 minutes. You must sign out and back in using your fob at the point outside the Kattirtzi Library. Your ID cards must be worn at all times.

Please check your school email every day. A **Sixth Form Bulletin** which contains vital information about the week will be sent to you every Monday. Sixth Formers will need to sign the school's Acceptable **Internet and Email Use** agreement which emphasises responsible use of phones in school. Internet use is monitored by members of staff. Please do not email members of staff between the hours of 6pm and 7am.

Please use the stairs at all times but ask permission if you need to use the lift or accessible toilet.

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. We ask that you do not take on more than 12 hours a week **paid employment**. If you get behind, or feel overwhelmed by work, your form tutor is there to help you.

Directed Independent Study Periods (DISP) must be spent in the Kattirtzi Library, Sixth Form Study rooms or one of the designated rooms and will be directed by your teacher – please ensure the deadlines are met. If you wish to complete DISP work at home during the afternoon you must agree this with your subject teacher. The Kattirtzi Library and Sidmouth basement are silent study areas. Sixth formers can use the empty classrooms, the conservatory and rooms on the top floor of Sidmouth to do group work.

Free Periods give students the opportunity to complete any outstanding work in school. Students on a 3 A level pathway will have a double supervised study period in the Kattirtzi Library once a week to help them manage their free time. It is compulsory to attend this session.

Lessons where the teacher is absent. Please attend your normal classroom and work independently/collaboratively on the work that has been set throughout the lesson. If there are any concerns with working in the room, please let your teacher know.

Mobile phones must be switched off during lesson time. Phones can be used at break times/free periods in the sixth form areas but not around the school grounds as this sets an unwanted example to the younger students. As general rule, only get your phone out if you are sitting down. You are responsible for your money and valuables. Do not leave them unattended.

Healthy Eating Whilst you have the opportunity to go offsite to purchase food, it is important that you follow some basic guidelines.

If you bring food into school it must be 'nut free.' This includes take aways and chocolate. Any take aways must be eaten in the sixth form common room only. Please do not buy additional food for friends or siblings. Energy drinks are not allowed in school at any time.

Please always eat in the common rooms, canteen area or Alpha-Delta, never in classrooms in main school and wash up your dirty mugs, plates etc.

Do not bring alcohol or any classified or potentially dangerous substance or object onto school premises.

Kendrick operates a no-smoking/vaping policy throughout the whole of the school.

Core RS is a 5-lesson rotation which takes place within the Tuesday afternoon PE lesson. Each tutor group will be given a 5-lesson slot when they must attend the core RS lesson instead of doing the PE activity. They may attend the PE activity at all other times.

Clubs and Societies – these contribute richly to the life of the school. Occasionally a club may wish to invite an outside speaker in to school. In this case the following guidelines must be followed.

Before anyone is invited the student must consult Mr Simmonds to approve the person, their organisation, the purpose of the visit, students involved, and the date, time and location of the visit.

School email must be used and Mrs Shaw (lshaw@kendrick.reading.sch.uk) must be copied in on all external correspondence for safeguarding purposes. If a visit is agreed the student must liaise with Mrs Shaw regarding the arrangements and Mr Simmonds must be notified.

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.

- Tops must cover the shoulders and midriff and not be revealing
- No Spaghetti straps
- No offensive language or logos
- Skirts, dresses or shorts should not be too short or too tight
- Trousers/leggings should not be ripped or scruffy

Footwear

- Smart pumps, trainers and boots
- No high heels or stilettos
- Sandals but not flip flops can be worn in Summer. For science and practical lessons, toes must be covered for health and safety reasons.

Accessories

- Jewellery, including facial piercings, should be discrete
- Fingernails should be discrete and acceptable for the workplace.
- Hairstyles extreme in colour or fashion should be avoided
- Hats can be worn to and from school, but should be removed during the school day
- Religious items can be worn within reason. The wearing of the head scarf or hijab is acceptable but the wearing of the niqab is not acceptable

Students taking science subjects should wear suitable protection of science overalls and goggles.

Please check with a member of the Sixth Form Team if you are unsure about your clothing.

APPENDIX 3 – ADMISSION POLICY FOR ENTRY INTO YEAR 12 SEPTEMBER 2027

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

Kendrick School Admissions Number
Kendrick School intends to admit 40 students into Year 12 in addition to those who progress from Year 11 at Kendrick School.

Application for a place
Kendrick School offers the A level curriculum in the Sixth Form. Applications will be accepted from students born between 1 September 2010 and 31 August 2011 and who will be in Year 11 at the time of application.

Under age and over age applications are only considered in exceptional circumstances. Any candidate who is 'under age' or 'over age' must write directly to the Admissions Team before the application deadline. The Admissions Team will then request the relevant information to support the case and obtain the views of the candidate's secondary school Headteacher at the time of application. Please note that the final decision to allow an under or over age candidate to apply is at the discretion of the Headteacher of Kendrick School

Applications must be made directly to Kendrick School, not to the Local Authority. Kendrick School will adhere with the local agreed In-Year Fair Access Protocol.

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 (or DfE recognised equivalent) grades 9-5 or A* - B, two of which must be English Language and Mathematics.
- BTEC Level 2 at Distinction*, Distinction or Merit will be accepted
- GCSE short courses cannot be accepted.
- At least a 6 or grade B at GCSE in the subjects to be studied at AS/A-level, apart from Biology, Chemistry, Physics and Mathematics which requires a 7 or grade A at GCSE.
- Grade A or 7 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.
- Students who wish to study Further Mathematics must achieve at Grade A* or 9-8 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 Classical Civilisation, Economics, Philosophy 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 ENIC).
- 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.

Timetable

- The process for routine admission into the Sixth Form at Kendrick School (Year 12) for entry in September 2027 begins in November 2026 and ends on 1st September 2027.
- Application forms will be available online after the Sixth Form Open Evening which will be held in the Autumn 2026.
- Applicants who do not have access to a computer should contact the Kendrick School admission team for assistance.

Deadline for receipt of applications

- Individual applications must be received by Kendrick School by midnight on **Friday 8th January 2027.**
- School Reference Forms must be received by Kendrick School by **Friday 15th January 2027.**

Late Applications

Applications received after the deadline will be treated as late applications but will be considered if submitted by 1st September 2027. Late applications are those which are received after the closing date (8th January 2027) and so cannot be considered with the "gathered field" of on-time applications. (See Treatment of Applications section.)

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 15th January 2027.**
- Provisional offers will be made no later than **Friday 5th March 2027.**
- Applicants will be assessed for suitability to attend a consultation meeting according to a points system as follows:
    - o Up to a maximum of the 8 best full course GCSE predicted grades, scored on the 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.
- 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. The number of applicants invited is subject to the number of places available.
- In the first round of consultations, applicants will only be invited to consultation if they are currently living within the designated area unless there are exceptional circumstances.

Education, Health and Care Plan

Children who have an Education Health and Care Plan where Kendrick School has been named by the Local Authority will be admitted automatically[1] and the number of places available to other applicants will be reduced accordingly.

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.

Offers will then be made to external applicants from the ranked list of GCSE results in the following order and within each category until all places have been allocated:

1. The applicant is a looked after child or previously looked after child[2]

2. The applicant is in receipt of **Pupil Premium** or **Service Premium** on **8th January 2027**. The applicant's permanent home address must also be within **Priority Area 1 or 2** of the designated area of the school on **31st August 2027 and they should still be living there at the time of admission to the school**. Documentary evidence, or confirmation from the applicant's current secondary school that the child is in receipt of Pupil Premium or Service Premium will be required.
3. The applicant's home address is within **Priority Area 1** or **Priority Area 2** of the designated area of the school and this home address is the permanent address of the parent/carer and the applicant on **31st August 2027 and they should still be living there at the time of admission to the school.**
4. Applicants whose home address is NOT in the designated area of the school.

Note: *in Categories 1) and 2) 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).*

Designated Area
The designated area is made up of **Priority Area 1** and **Priority Area 2** and each area is determined by the postcode of the applicant's permanent home address. This must be the applicant's permanent home address with their parent/carer on 31st August 2027 and **they should still be living there at the time of admission to the school**. The school may 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 exception to this is if the family are Crown Servants returning from overseas or members of the Armed Forces with a confirmed posting. Documentary evidence will be required

Definition of Permanent Home Address
An applicant's permanent home address is their normal place of residence, excluding any business address or a relative or childminder's address, and must be the permanent place of residence of the parent/carer with whom the applicant spends the majority of their time. Where there is a formal residence order or child arrangements order which states that care of the child is equally shared between parents/carers, then it is up to them to agree which address to use for the purpose of making a school place application. If care of the applicant is not equally shared, the address of the parent with whom the applicant spends the majority of their time must be used.

Evidence is required of a single address on 31st August 2027. The school may ask for documentary evidence to support the application.

If the permanent home address changes between **when an offer is made and 31st August 2027**, Kendrick School will require documentary evidence of the new address. In all cases applicants will need to provide evidence that the previous home is no longer used by the family, for example proof that the property has been sold or that it is no longer available for the family to live in or that a rental agreement has ended.

Once offers have been made, Kendrick School will require documentary evidence of the applicant's permanent home address. This will include consideration as to whether or not the address used to make an application was temporary. Kendrick School reserves the right to carry out random checks at any time and this may include a home visit. Parents will be required to declare that the address used will be their place of residence beyond the date of the student starting school. Kendrick School reserves its right to carry out further investigation of any change of address once the student has started school. If the applicant's permanent home address changes **after application and before 31st August 2027 and would result in a lower ranking**, the new address will be taken into account immediately and the applicant re ranked accordingly.

Waiting List
- The Waiting List will be used to offer places if any of the original offers are declined before 1st September 2027.
- It will consist of all applicants who have not received a conditional offer of a place by 5th March 2027 and any Late Applicants.

- Waiting List applicants will be invited, in rank order, according to the oversubscription criteria to a consultation meeting on the basis of:
  o The overall availability of places
  o Their subject choices
  o The availability of places in those subjects.

Applicants who remain on the waiting list after 30th June 2027, will be advised to contact the Admissions Officer, after GCSE results have been published, if they still wish to be considered for a place. 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 the second week in September 2027.

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. Distance will be from the home address to the front gate of the school calculated using grid references and Reading Borough Council digital mapping software. Applicants living nearest to the school yet outside the designated area will be ranked after those living within the designated area. *For those living equidistant from the school, an independent person will supervise random allocation. In the case of Kendrick School, this will be Reading Local Authority.*
- 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 (Reading Local Authority) will be appointed.

Oversubscription of Courses

Every effort will be made to accommodate students who are offered places and who meet the entry requirements and oversubscription criteria for a place in Year 12 to do the subjects of their initial choice. However, applicants should appreciate that some subjects may become full. 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 5th March 2027 (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 and being ranked high enough according to the oversubscription criteria. Offers are conditional on applicants confirming the place by 12th March 2027 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. Those who submit fraudulent or deliberately misleading applications may also be subject to legal proceedings.

Eligibility for a School Place

All students must be entitled to hold a full British Citizen passport or have the right of residence in the United Kingdom. It is the responsibility of the parents of foreign national children to check that their children have a right under their UK entry conditions to study at a school before applying for a place.

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.

[1]An Education, Health and Care Plan is a plan made by the local authority under Section 37 of the Children and Families Act 2014 specifying the special education provision required for that child. Section 39(2) of the Children and Families' Act 2014 requires the local authority to consult the school before naming a school on

the Education Health and Care Plan. Section 39(4) gives the only reasons why a school should not be named as "(a) the school or other institution requested is unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or (b) the attendance of the child or young person at the requested school or other institution would be incompatible with – (i) the provision of efficient education for others, or (ii) the efficient use of resources." Kendrick School will therefore work with recognised authorities during the consultation process to ensure that a child with an Education, Health and Care Plan is of suitable ability to be successful in a selective school context.

[2] A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. A 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 functions (see the definition in Section 22(1) of the Children Act 1989).

[3] The following groups are eligible for pupil premium: pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years; children looked after by local authorities, referred to as looked-after children; children previously looked after by a local authority or other state care, referred to as previously looked-after children. 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 is serving in the regular armed forces, including pupils with a parent who is on full commitment as part of the full-time reserve service - this includes pupils with a parent who is in the armed forces of another nation and is stationed in England; registered as a 'service child' on any school census in the past 6 years; one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

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APPENDIX 4- DESIGNATED AREA

PRIORITY AREA 1

RG1
RG2 0, RG2 6, RG2 7, RG2 8
RG30 1, RG30 2, RG30 3, RG30 4, RG30 6
RG31 4, RG31 5, RG31 6, RG31 7
RG4 5, RG4 6, RG4 7, RG4 8
RG5 3
RG6 1, RG6 5, RG6 6, RG6 7

PRIORITY AREA 2

RG2 9, RG4 9, RG5 4, RG6 3, RG6 4, RG7, RG8, RG9, RG10, RG12, RG27 0, RG40, RG41, RG42, RG45
GU17 0, GU46, GU47
SL6 3, SL6 4, SL6 5, SL6 6

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.

Temporary Addresses

Some residential arrangements will be considered temporary. In such cases, evidence will determine whether, on balance, the declared home address may be considered the child's permanent home for the purpose of admission.

In cases where the declared address is rented, yet the applicant has no claim on another property, it may still be considered a temporary address where there is evidence to show the applicant is renting the property solely for the period necessary to secure admission to a school.

A temporary address cannot be used to obtain a school place and will only be considered where evidence is provided showing a genuine reason for the move e.g. homelessness, flooding or subsidence

Multiple Properties

Checks will be made to determine whether the home address declared is that of a second home (with the main home being elsewhere).

Any circumstance where the declared address is to be accepted as the permanent home, despite another home being owned or otherwise available for occupation, should be declared at the point of application. Without being exhaustive these might include:

- an owned property being a considerable distance from the preferred school, indicating that the family had permanently relocated to the new home; or
- an owned property that is uninhabitable and cannot reasonably be made habitable in the period leading up to admission to the school; or

- an owned property that is in the process of being sold and the family live permanently in the declared property; or
- a family home that, following divorce or separation, cannot be occupied by the applicant or otherwise treated as the child's permanent home.

The Trustees may refuse to base an allocation on an address which might be considered only a temporary address or an address of convenience. An address of convenience is considered to be an address used for the purposes of gaining a school place which is not a child's normal, permanent residence.

If the permanent home address of an applicant is incorrectly stated or a parent/carer submits false or misleading information or deliberately withholds any relevant information, the application will be invalid and will result in the withdrawal of an offer of a place or a place already accepted at the School.

Once offers have been made, Kendrick School will require documentary evidence of the applicant's permanent home address. Kendrick School reserves the right to carry out random checks at any time and this may include a home visit and/or consulting with the Local Authority and secondary school. Parents will be required to declare that the address used will be their place of residence beyond the date of the student starting school. Kendrick School reserves its right to carry out further investigation of any change of address once the student has started school.

AS and A-Level Subject Information for 2027 Entry

Art and Design
Biology
Chemistry
Classical Civilisation
Computer Science
Economics
English Literature
French
Further Mathematics
Geography
German
History
Latin
Mathematics
Music
Philosophy
Physical Education
Physics
Sociology

The Extended Project Qualification

Subject pages on our website can be found via this link

ART & DESIGN

A Level
Assessment: A Level (2 year) Personal Investigation Component 60%; Externally Set Assignment 40%
Exam Board: AQA
Subject specification codes: A Level – 7201
Subject specification: https://www.aqa.org.uk/subjects/art-and-design/a-level/art-and-design-7201/specification

What will I study?

The Art, Craft and Design A Level course aims to encourage students to develop skills in investigative, analytical, practical and expressive skills, aesthetic understanding and critical judgment by creating independent and personal projects and outcomes. Work produced for this title will demonstrate use of visual language, creative skills, and allow students to express their thinking, feelings, observations, and ideas. Students will be encouraged to work and develop skills using a wide variety of media and techniques across the disciplines. Within their studies, students will explore the connections between artists, art history, art theory, and other contextual research, gaining knowledge to further their concepts.

Structure

Introductory Project - In year 12 students will begin with an Introductory project in which they will explore new media, develop existing skills, and get to grips with the structure expected of the A Level course. This will consist of a series of workshops, followed by a short project in which students will look at artists and experiment with ideas before completing the project with a final piece. The theme of this project will be set at the beginning of year 12.

Personal Investigation Component (Coursework Project) - In February of year 12 students will start their Personal Investigation which will be a project based on a concept of their own choosing. Students will continue the coursework until the end of January in year 13, after which they will undertake the Externally Set Assignment. This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing resolved outcomes.
An **extended writing** element will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words which is **incorporated** into the **Personal Investigation**.

Externally Set Assignment (Exam Project and Exam) **-** This incorporates two major elements: preparatory studies and a **15 hour** period of sustained focus. The students will choose from a range of titles from an exam paper sent by the exam board in February of Year 13.

What next?

If you wish to continue studying Art & Design beyond A Level, the next stage could involve applying for a year-long Foundation course, which is designed to prepare you for entry to degree-level Art and Design programmes at University, or to immediately apply to degree course at a University or Art College.

Students who have studied Art A Level at Kendrick have proceeded to a range of courses including: Fine Art, Art Foundation, History of Art, Graphic Design, Fashion Design and Marketing, Foundation in Business, Engineering , Architecture, 3D Animation Visual Effects, Ballet and Contemporary Dance, Psychology, International Politics & Language, Flexible Combined Honours, Arabic, French and Italian, Nutrition, Politics and International Relations, Liberal Arts , Economics, Medicine, History and German, English Language, and more.

BIOLOGY

AS and A level
Assessment: Examination (100%) Practical endorsement (0% - pass/not classified)
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. A-Level Biology is suitable for students who have followed a GCSE Combined Science course or a GCSE Separate Science Biology course.

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.

Students studying the full A Level are required to attend a one-day ecology fieldtrip in the summer term of Year 12. Students will develop an understanding of the importance of studying ecosystems and its wider applications to 'real life' situations/case studies. They will develop a deep understanding of the relevant aspects of the syllabus through expert teaching and stimulating practical experiences.

Biology is an experimental Science so you will carry out a range of laboratory and 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.

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.

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: https://www.aqa.org.uk/subjects/chemistry/a-level/chemistry-7405/specification

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. A-Level Chemistry is suitable for students who have followed a GCSE Combined Science course or a GCSE Separate Science Chemistry course.

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.

CLASSICAL CIVILISATION

Examination Board: OCR
Subject specification codes: A Level – H408; **AS –**H008
Subject specification:
A Level: https://ocr.org.uk/Images/315133-specification-accredited-a-level-classical-civilisation-h408.pdf
AS Level: https://ocr.org.uk/Images/315110-specification-accredited-as-level-classical-civilisation-h008.pdf

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 literary and visual sources and of classical ideas and concepts. In addition, candidates will be tested on their ability to analyse and respond critically to the sources covered throughout the course. This is done through a mix of extended responses to given sources and some smaller knowledge recall questions. The exams are:

A Level Examinations
World of the Hero (40%) – 2 hour 20 minutes
Greek Theatre (30%) – 1 hour 45 minutes
Politics of the Late Roman Republic (30%)– 1 hour 45 minutes

AS Examinations
World of the Hero (50%) – 1 hour 30 minutes
Greek Theatre (50%) – 1 hour 30 minutes

What will I study?

The course is studied and assessed entirely in English so students do not require a knowledge of Ancient Languages such as Latin or Ancient Greek. This course is multidisciplinary and provides students with a good range of skills required for university study. Students will study a mix of Greek and Roman texts and encounter aspects Graeco-Roman history and culture which have played such a foundational role in many modern societies.

For the A Level: We will study both Homer's *Odyssey* and Virgil's *Aeneid,* two of the foundational works of Western literature. We will read these together and examine prevalent themes, points of interest and points of comparison between the two texts. In addition to this, we will study the Greek theatre module where we will be analysing the role of Greek theatre on Athenian society and study three of the most famous Greek plays: *Oedipus Rex, the Bacchae* and *the Frogs*. Our final module will be on the Politics of the Late Roman Republic. We will study a lot of the characters that played a major role in this period and assess their impact on the eventual collapse of the Republic, where our study ends. In this module we will introduce elements of political philosophy and discuss the motivations behind the actions of individuals such as Julius Caesar and Cicero. This module will be of particular interest to those hoping to study Politics or PPE (Politics, Philosophy and Economics) in later studies.

For the AS: Students will study Homer's Odyssey and Greek Theatre if they opt to complete an AS.

Teaching time will be split between the three modules, covering the *Odyssey* and the Greek Theatre module in Year 12 and the *Aeneid* and Politics of the Late Republic in Year 13.

What next?

Classical Civilisation is a useful qualification for those interested in the study of Classics, Ancient History, Classical Civilisation, Law, History and a variety of other degree programmes. Classical Civilisation provides students with a range of skills desirable to university course and employers these include: analysis, constructing an argument, debate, extended writing and the ability to think critically. 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. More information from OCR on why you might take Classical Civilisation can be found at: https://ocr.org.uk/Images/309124-why-study-a-level-classical-civilisation-.pdf

COMPUTER SCIENCE

AS & A Level
Assessment: A Level: 80% Examination, 20% Non-Examination Assessment (NEA); AS Level: 100% Examination
Exam Board: AQA
Subject specification code: AS Level: 7216; A Level: 7517
Subject specification: https://filestore.aqa.org.uk/resources/computing/specifications/AQA-7516-7517-SP-2015.PDF

What will I study?

Computer Science is a course suitable for students who would like to study a mathematical and logic-based subject, tackling a range of techniques, from coding creative solutions to calculating the mathematical complexity of algorithms. Students comfortable with mathematics and logic-based puzzles are often most drawn to this subject. For students to manage the content level, they must have at least a grade 6 in GCSE Mathematics to take Computer Science at A level.
This Computer Science course also covers less mathematical topics that are vital to the well-rounded understanding of computer science, such as: learning about the intricacies of computer hardware so we understand the machines we use and ethical evaluation of computing so we can recognise the consequences of the use of computers – topics not to be considered lightly when we think about how much computers are relied upon every day.

	Topics including:	A Level	AS Level
Paper 1	Fundamentals of programming; Fundamentals of data structures; Theory of computation; Systematic approach to problem solving	*40% of A-level* *Type: On-screen (programming) exam* *Length: 2 hours 30 minutes*	*50% of AS level* *Type: On-screen (programming) exam* *Length: 1 hour 45 minutes*
Paper 2	Fundamentals of data representation; Fundamentals of computer systems; Computer architecture; Consequences of uses of computing; Fundamentals of communication and networking; Fundamentals of databases; Big Data	*40% of A-level* *Type: Written exam* *Length: 2 hours 30 minutes*	*50% of AS level* *Type: On-screen exam* *Length: 1 hour 30 minutes*
NEA (Non-Examination Assessment)	Systematic approach to problem solving Non-exam assessment - the computing practical project	*20% of A-level* *Type: Individual project* *Marks available: 75*	*N/A*

The non-exam assessment (NEA)
This part of the course is designed to be both a learning process and an assessment. The NEA is a project that students work on to demonstrate their practical skills gained over the course and creativity of design that could not be shown in the space of time of an exam. Though there is project title guidance and rough title suggestions can be provided, the project focus is entirely up to the student allowing them the exciting opportunity to explore a field of personal relevance to them or something which they have a strong knowledge-base in.

What next?

Studying Computer Science encourages the development of a deep understanding of computational thinking, logical inference and ethical thinking concerning the impacts of computing. It provides a strong basis for many mathematically and creatively minded courses. It is particularly fitting for those expecting to study Computer Science, Mathematics or Physics or related courses in further education. Programming skills are highly desirable in many fields as are the logical thinking skills gained in a Computer Science A level. Computer Science skills are also highly sought for in the workplace not least with the growing demand for more software engineers and data analysts.

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:
https://qualifications.pearson.com/content/dam/pdf/A%20Level/Economics/2015/specification-and-sample-assessment-materials/A_Level_Econ_A_Spec.pdf

What will I study?

Economics is the issue of the times in which we live. The financial crisis, global recession, Eurozone's debt problems, COVID-19 lockdowns and the UK's vote to leave the EU have impacted on the economic fortunes of nations, businesses and individuals. Events of recent years, including the government's response to the global pandemic, underscore the need for analysis to make sense of a chaotic, complex and rapidly changing world economic picture.

Studying Economics enables you to 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 could an entire country like Greece actually completely run out of money? What are the impacts of the UK Government paying 80% of many workers' wages during lockdown? 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! You will study 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.

ENGLISH LITERATURE

AS & A-Level
Assessment: 80% examination; 20% coursework
Exam Board: Edexcel
Subject specification codes: AS – 8ET0; A Level – 9ET0
Subject specification: Pearson Edexcel Level 3 Advanced GCE in English Literature

What will I study?

This is a course that delves deeply into the human experience. It explores debates concerning the meaning, intention and impact of literary texts in their explorations of humanity and the world, as well as the nature of literature itself.

The 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 level. Students develop their skills in critical thinking through exploring and evaluating different critical interpretations, through class discussions, and their own research and writing.

Students study a wide variety of texts, covering prose, poetry and drama, from the 17th to the 21st Century. The texts are selected to both represent key texts in the history of literature and also to provide enjoyment and enrichment. Students also choose a text of their own to study and research for coursework. Most students find the process of wide reading in order to select their text one of the most fascinating and rewarding aspects of the course. Typical choices include novels by Chimimanda Ngozi Adichie, Khaled Hosseini, Pat Barker and Kamila Shamsie.

A Level
Component 1: Drama (30%)
- An essay on a Shakespeare play, such as *Measure for Measure, King Lear* or *Hamlet*
- An essay on one other play, currently *A Streetcar Named Desire* by Tennessee Williams

Component 2: Prose (20%)
- An essay comparing two novels, at least one written before 1900, currently *Hard Times* by Charles Dickens and *The Color Purple* by Alice Walker

Component 3: Poetry (30%)
- A comparison of an unseen post-2000 poem with the Forward Arts Foundation's *Poems of the Decade* anthology
- An essay on another selection of poems by a single poet (such as Philip Larkin, Christina Rossetti or John Donne) or a movement (such as Modernism, Romantic poetry or Metaphysical poetry)

Component 4: Non-examination assessment (20%)
- A 2,500-3,000-word comparing a text studied in class (such as V. V. Ganeshananthan's *Brotherless Night*, Fatimah Asghar's *If They Come For Us* or Mohsin Hamid's *The Reluctant Fundamentalist)* with a text chosen by students.

AS Level
Component 1: Poetry and Drama (60%)
- An essay comparing two poems from the *Poems of the Decade anthology*
- An essay on a play, currently *A Streetcar Named Desire* by Tennessee Williams

Component 2: Prose (40%)
- An essay comparing two novels, at least one written before 1900, currently *Hard Times* by Charles Dickens and *The Color Purple* by Alice Walker

What next?
This is a key subject for students planning to study any of the humanities, law, languages, communications, liberal arts or media at university, but can also complement STEM subjects by developing skills in critical thinking, communication and empathy. As a foundation subject it is highly respected at all major institutions.

FRENCH

A-Level
Assessment: Examinations: (100%)
Examination board: AQA
Subject examination codes: AS – 7651 A Level – 7652
Costs: BFI London study day on Contemporary and New Age Cinema : approx. £40 (optional)

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: A-level French Specification Specification for first teaching in 2016

What will I study?

A Level

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 **(Kiffe Kiffe demain and La Haine)**
- 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: 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
How it is assessed
- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- 60 marks in total • 30% of A-level

AS

Paper 1: Listening, reading and writing
- Written exam: 1 hours 45 minutes
- 90 marks • 45% of AS

Paper 2: Writing
- One text or one film
- Written exam: 1 hour 30 minutes
- 50 marks • 25% of AS

Paper 3: Speaking individual research project and discussion of one sub-theme
- Oral exam: 12–14 minutes (including preparation time)
- 60 marks • 30% of AS

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.

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.

FURTHER MATHEMATICS

AS and A Level
Assessment*:* Examinations (100%)
Exam Board: Edexcel
Subject specification code: AS Level – 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 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, you will build on the applied content in A-level Mathematics, learning Further Statistics and Further Mechanics.

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.

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 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 4 days required at A Level.

All resources used in lessons, such as PowerPoints, class resources and notes, are shared digitally so that effective consolidation and revision can be done by revisiting lesson activities. 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?

Geography is an academic, versatile and very well respected A level which provides a strong grounding for almost any subject at university; this versatility is shown by the wide range of subjects that Geography students have gone on to study in recent years which include Geography, History, Law, PPE, Medicine, Veterinary Science, Engineering, Dentistry, Economics, English Literature, Biotechnology and Physiotherapy. 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.

GERMAN

AS and A Level
Assessment: Examinations (100%)
Examination Board: AQA
Subject specification codes: AS – 7661 A Level – 7662
Subject specification: A-level German Specification Specification for first teaching in 2016

Costs:
BFI London Study Day on *The Legacy of East Germany in Film* (optional) ≈ £50
Christmas Market Trip (optional) ≈ £650

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 (45% of AS)
- Written exam: 1 hour 45 minutes

Paper 2: Writing - essay on one text or film plus translation into German (25% 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 (50% of A-level)
- Written exam: 2 hours 30 minutes

Paper 2: Writing - two essays on two texts or one text and one film (20% 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.

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.

HISTORY

Board: OCR

Please note there is no AS qualification available as OCR have withdrawn this option.

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, 20% of A Level: one essay of 3000-4000 words.

Subject specification codes: A Level: H505;

Subject specification: https://www.ocr.org.uk/qualifications/as-and-a-level/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. 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, including the options outlined below.

Units studied in Year 12:

- 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

Units studied in Year 13:

- 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 around the issue of the campaign for votes for women, c.1870-c.1928

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.
- History A Level 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.

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
AS 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 continue their study of grammatical and syntactical structures they started at GCSE. Study of literature accounts for the remaining 50% of the A Level. For this latter element, students study two prose and two verse texts in Latin, as well as some further material in English translation to develop knowledge and understanding of the literary context of the set texts.

- Cornelius Nepos, Life of Hannibal, Ch. 1-13
- Tacitus' Annals Ch. 14.29-37 & 59-65 (Nero's matricide)
- Virgil Aeneid Book 4 (Dido and Aeneas)

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.

- Cornelius Nepos, Life of Hannibal, Ch. 1-13
- Virgil Aeneid Book 4, lines 1-128 and 529-629

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.

MATHEMATICS

AS and A Level
Assessment*:* Examinations (100%)
Exam Board: Edexcel **AS Level –** Mathematics (8MAO); **A Level** –Mathematics (9MAO)
Subject specification: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html

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.

MUSIC

A Level only
Assessment: Performance (30%), Composition and Technical Study (30%), Written exam (40%)
Exam Board: Edexcel
Subject specification codes: A Level – 9MU0
Subject specification: Edexcel A level Music (2016) | Pearson qualifications

What will I study?

Music is ideal for students wanting to study a creative subject that compliments their broad and balanced curriculum, whilst also being academically rigorous and 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 4-part counterpoint (the basics in Year 12 and stylistic studies in Year 13), at the same time building up your aural and analytical skills by studying extracts from the Anthology of Music. Throughout the course, students will be developing links between Music and other subjects, such as languages and Humanities, as well as Maths and the Sciences.

In Year 12 you will work on elements of performance practice and conducting, learn to compose and arrange music and understand harmony and how different composers approach the uses of musical elements and context in their compositions. Furthermore, you will learn how to analyse and evaluate music through listening to and studying scores of set works and associated wider listening, identifying their musical features, and about the social, cultural and historical contexts of compositions. Additionally, you will research careers in Music and related areas, as well as how the conservatoire and university application process is completed.

In Year 13, you will develop your performance skills further to produce a recital and specialise in a technical study and composition skills to produce one composition. You will also develop your knowledge and understanding of music from periods in history through analysing more complex set works, and learning how to compare and contrast extracts, how to critically evaluate them, how to 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?

By studying Music, you will also be developing your skills in the areas of planning and organisation, communication and confidence, teamwork and independence, analysis, research, and the embedding of a critical and cohesive argument, all of which prepare you for life after Kendrick. It is a great addition to other academically rigorous subjects, as well as practical ones, and helps you stand out in job and university applications, whilst also being great for your mental wellbeing.

A Level Music gives a secure foundation for students wishing to pursue Music at degree level, whether at university or conservatoire. A vast majority of those that study Music go on to study it at prestigious conservatoires and universities each year or continue with it alongside their degrees in other subject areas.

PHILOSOPHY

A level
Assessment: Examinations (100%)
Exam Board: AQA
Subject specification code: A Level – 7172.
Subject specification: AQA | Philosophy | A-level | Philosophy

"The only true wisdom is to know that you know nothing" - **Socrates**

What will I study?

Philosophy is the oldest academic discipline. The study of Philosophy 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. They continue to do so with great vigour. Philosophy feeds into all academic subjects as a method of exploring truth, fallacy and meaning.

The kinds of questions philosophers ask are:

- What can we know?
- What does it mean to be immoral
- Are mind and body distinct?
- Can we prove God exists?
- Does science ever discover truths?
- Is meaning subjective?

Students taking Philosophy will study logic and its methods. They will discover that Philosophy is very careful and systematic about the claims it makes. Philosophers are cautious, but critical in their thinking. Students taking Philosophy will notice their ability to reason effectively will increase as they become more skilled in philosophical methods.
This course provides a rich and varied entry into the study of Philosophy.

There are two three hour written exams for the A Level qualification, each worth 50% of the A Level qualification.

Y1

Epistemology [The study of knowledge]:

- What is knowledge
- Perception as a source of knowledge
- Reason as a source of knowledge
- Limitations of Knowledge

Ethics

- Utilitarianism
- Kantian Ethics
- Aristotelian Ethics

Y2:

Metaphysics of Religion:

- The Nature of God
- Arguments for God's Existence
- Religious Language

Metaphysics of Mind:

- What do we mean by mind?
- Dualist Theories
- Physicalist Theories
- Functionalism

What next?

At degree level Philosophy combines well with many courses including Maths, English, all the sciences, just about anything in fact. Philosophy is a highly respected academic course of study and many degrees will incorporate some elements of philosophical analysis in both the arts and the sciences.

All Russell Group universities have excellent Philosophy departments and many have had such since their foundation.

In its first statement in 1827, UCL wrote:"*As the Physical Sciences aim at ascertaining the most general facts observed by sense in the things which are the object of thought, so the Mental Sciences seek to determine the most general facts relating to thought or feeling, which are made known to the being who thinks by his own consciousness".*

PHYSICAL EDUCATION (PE)

A Level
Assessment: 30% Practical performance and evaluation in sport, 70% Examination of theory
Exam board: OCR
Subject specification codes: A Level – H555
Subject specification: https://ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/

What will I study?

Physiological factors affecting performance (01)
2 hour written paper, 90 marks
30% of total A level
• Applied anatomy and physiology
• Exercise physiology
• Biomechanics

Psychological factors affecting performance (02)
1 hour written paper, 60 marks
20 % of total A level
• Skill acquisition
• Sports psychology

Socio-cultural issues in physical activity and sport (03)
1 hour written paper, 60 marks
20% of total A level
• Sport and society
• Contemporary issues in physical activity and sport

Practical Performances (05)
Non-exam assessment (NEA)
15% of total A Level 30 marks, weighted up to 45 marks
Performance or coaching in one sport

Evaluating and Analysing Performance for Improvement (06)
Non-exam assessment (NEA)
15% of total A Level 30 marks, weighted up to 45 marks
Observing a live or recorded performance by a peer and then providing an oral response analysing and critically evaluating the 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, 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.

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: 9PHO/01 30%, Advanced Physics: 2 9PHO/02 30%,
General and Practical principles in Physics: 9PHO/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 everyday 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 Combined Science 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. 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
Year 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.

SOCIOLOGY

AS and A Level
Assessment: Examinations (100%)
Exam board: AQA
Subject specification code: AS – 7191; **A Level -** 7192
Subject specification: AS and A-level Sociology Specifications for first teaching in 2015 (aqa.org.uk)

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/2** 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.

For Year 1 students study:

- Education
- Families and Households
- Research Methods

For Year 2 students study:

- Theory and Methods
- Crime and Deviance
- Media

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.

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.

EXTENDED PROJECT QUALIFICATION (EPQ)

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: **AQA | Projects | Level Three | Level 3 Extended Project Qualification**

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
A04: Review

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 February 'Half Term' (End of Term 3) 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 synthesising information 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 consider the EPQ regarding 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?

Taught skills required, including:	Other aspects:
• Effective research • Critical analysis of resources • Referencing • Plagiarism avoidance • Planning • Report writing • Time management • Presentation skills • Other skills as necessary (e.g. setting up an experiment)	• 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 examples 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?’

KENDRICK SCHOOL A LEVEL SPECIFICATIONS 2027-2029

Subject	Exam Board:	Specification codes	Specification Link
Art & Design	AQA	**A-Level** 7201	https://www.aqa.org.uk/subjects/art-and-design/a-level/art-and-design-7201/specification
Biology B	Edexcel	**AS –** 8BIO **A Level** – 9BIO	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-b-2015.html
Chemistry	AQA	**AS** 7404; **A-Level** 7405	https://www.aqa.org.uk/subjects/chemistry/a-level/chemistry-7405/specification
Classical Civilisation	OCR	**AS –**H008 **A Level –** H408	https://ocr.org.uk/Images/315133-specification-accredited-a-level-classical-civilisation-h408.pdf
Computer Science	AQA	**AS** 7516 **A-Level** 7517	https://filestore.aqa.org.uk/resources/computing/specifications/AQA-7516-7517-SP-2015.PDF
Economics A	Edexcel	**AS** 8EC0 **A-Level** 9EC0	**https://qualifications.pearson.com/content/dam/pdf/A%20Level/Economics/2015/specification-and-sample-assessment-materials/A_Level_Econ_A_Spec.pdf**
English Literature	Edexcel	**AS** 8ET0 **A-Level** 9ET0	Pearson Edexcel Level 3 Advanced GCE in English Literature
French	AQA	**AS –** 7651 **A Level** – 7652	A-level French Specification Specification for first teaching in 2016
Further Mathematics	Edexcel	**AS** – 8FMO **A Level** -9FMO	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/a-level-l3-further-mathematics-specification.pdf
Geography	Edexcel	**AS –** 8GEO **A Level –** 9GEO	http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html
German	AQA	**AS –** 7661 **A Level** – 7662	A-level German Specification Specification for first teaching in 2016
History A	OCR	**A Level** - H505	https://www.ocr.org.uk/qualifications/as-and-a-level/history-a-h105-h505-from-2015/
Latin	OCR	**AS** – H043 **A Level** – H443	**http://www.ocr.org.uk/qualifications/as-a-level-gce-latin-h043-h443-from-2016/**
Mathematics	Edexcel	**AS –** 8MAO **A Level** –9MAO	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html
Music	Edexcel	**A Level –** 9MU0	Edexcel A level Music (2016) | Pearson qualifications
Philosophy	AQA	**A Level –** 7172	AQA | Philosophy | A-Level | A-level Philosophy
Physical Education	OCR	**A Level** – H555	https://ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/
Physics	Edexcel	**AS:** 8PH0 **A Level:** 9PH0	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physics-2015.html
Sociology	AQA	**AS –** 7191; **A Level –** 7192	AS and A-level Sociology Specifications for first teaching in 2015
Extended Project Qualification	AQA	**Level 3** - 7993	AQA | Projects | Level Three | Level 3 Extended Project Qualification