



# KENDRICK SCHOOL

London Road, Reading, Berkshire, RG1 5BN  
[www.kendrick.reading.sch.uk](http://www.kendrick.reading.sch.uk)

## SIXTH FORM PROSPECTUS

For Entry into Year 12 in September 2022

**HEADTEACHER**

Ms Christine Kattirtzi

**HEAD OF SIXTH FORM**

Mrs Gillian Hearn

**CHAIR OF GOVERNORS**

Mrs Jan Nowecki

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November 2021

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# WELCOME TO KENDRICK SCHOOL FROM THE HEADTEACHER

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It is my great pleasure to welcome you to Kendrick School. Kendrick is an 11-18 selective girls' school with academy status. It is a community of students and staff who work harmoniously and with respect to create a flourishing learning and caring community; our sixth form students are an essential part of our community. The recent months have been very difficult for us as we try to lead our school through a global pandemic. At Kendrick a key element of how we have managed the situation is the way our community has worked together with commitment and dedication to support and reassure our students and staff through these unprecedented times.

Kendrick has an excellent school record of success across all areas of the curriculum and is regularly acknowledged as one of the very best state schools in the country; a centre of excellence for girls' education and an outstanding school. A love of learning is at the heart of Kendrick with a strong emphasis on high quality teaching. Students are bright, enthusiastic and curious and have a passion for learning. All staff are hardworking and dedicated to the school; teaching staff are experts in their field and are committed to achieving the best for their students. In the sixth form this can be seen in the excellent working and learning relationships between staff and students as well as the dedicated and committed pastoral support.

We offer a full and varied programme of A Levels which facilitate all students to pursue their studies at university. Most of our students apply to university and they are carefully supported through this process by experienced staff. As well as the formal curriculum, sixth form students are able to take a lead in extracurricular education and activities. The House system provides opportunities for healthy competition with numerous annual House events. These events are often led and coordinated by the Kendrick Student Leadership Team and House Captains who work energetically with staff to support this vital community aspect of the school often referred to as the *Kendrick Community Spirit*. Our sixth form students are excellent role models to younger students and they are encouraged to take on this responsibility as part of their personal development by integrating with students academically, as mentors and or in community activities. I am very proud of our sixth form students, not only for what they contribute to Kendrick, but also for their skills and attributes. The education they receive, enables them to make good and meaningful life choices.

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

A handwritten signature in black ink that reads "C. Kattirtzi".

**Ms Christine Kattirtzi**  
**Headteacher**

# WELCOME TO KENDRICK SCHOOL FROM THE HEAD OF SIXTH FORM

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

I am extremely proud of the academic and personal achievements of all the students in our Sixth Form. Not only do the students enjoy impressive examination results that place us as one of the best state schools in the country, but they repeatedly amaze us with their sporting success, musical prowess and other individual achievements. Sixth Form students are excellent role models for the rest of the school and they actively participate in many aspects of the school life of students in Years 7 to 11. The Sixth Form accommodation is made up of 2 floors of the Sidmouth Building as well as a purpose built Sixth Form block.

Our Sixth Form is highly oversubscribed. There are approximately 140 students in each of Years 12 and 13, with at least 50 external admissions each year. Form groups are vertical with a mix of Year 12 and 13 students in each. Kendrick School is committed to providing a flexible and personalised approach to examination entries for all students. Our three and four A-Level pathways are complemented by a programme of personal development, enrichment and physical education. Information, advice and guidance for all students enables them to choose the appropriate curriculum pathway in a supported way, and these options are provided in the prospectus.

Additional enrichment opportunities for the students include: the Kendrick Student Leader Team; leadership of and participation in House events; an extensive prefect system operating across the whole school; outreach work with our partner schools and local primary schools; mentoring with peers and younger years; Year 12 production enjoyed by the whole school each Christmas; physical education opportunities and clubs; subject related trips, visits and conferences; clubs and societies run by the sixth form students.

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

I very much look forward to receiving your application.

A handwritten signature in black ink, appearing to read 'G Hearn'.

**Mrs Gillian Hearn**

**Head of Sixth Form**

# A MESSAGE FROM THE STUDENT LEADERSHIP TEAM (KSLT)

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It seems almost impossible to distil the essence of Sixth Form life at Kendrick into three words, but if we were to do so those three words would be **invigorating, insightful and inspiring**.

We Kendrick Students aspire to achieve excellence throughout everything we do, whether that be through various leadership roles or exploring the endless possibilities of our post-Kendrick futures. We are especially proud to represent one of the best academically achieving Sixth Forms in the country, and we hope that this letter illustrates just a small taste of life at Kendrick. Kendrick has shaped us into multifaceted individuals - eager to explore the world as both academically, and socially, intelligent young adults. Each Student Leader Committee has put together a few words below; we hope this will help you start to visualize your own future here.



## Curriculum and Current Affairs Committee - Sanjana

The opportunities at Kendrick are incomparable, from the countless clubs and societies encompassing everything you could think of, to the deep-rooted support systems of staff and students alike. Being in a dynamic environment surrounded by passionate individuals allows us to cultivate our fascination for our chosen subjects, both within and beyond the classroom, as well as grow into versatile, compassionate and tenacious members of society. The strong foundation I have gained of experiences, memories and friendships is one I will carry with me for the rest of my life and I could not be better prepared to tackle the exciting challenges of life after Kendrick. In the Sixth Form, Kendrick students are presented with innumerable possibilities of undertaking leadership roles, developing valuable skills from communication to resilience. Through the university admissions process, the staff greatly facilitate each student's choice to undertake the individual pathway that they will thrive most in, and we are given the confidence that we will succeed. As we are encouraged to broaden our horizons and are equipped with the skills and knowledge we need to flourish, I can wholeheartedly say that I would not be who I am today without this school.



## Student Welfare Committee - Matt



Despite the inevitable challenge of transitioning from GCSEs to A-levels, every teacher at Kendrick thoroughly supports not only educational development, but emphasises the importance of personal development as a vital aspect of Sixth Form experience. The passion they have for both their subjects and the wellbeing of students is integral to our success here. University admissions equally present a rewarding opportunity to showcase your skills and determine your academic future, and Kendrick provides detailed support throughout every step of the process, to minimise any potential stress, and maximise your potential. Throughout your time at Kendrick there are various avenues of support through Form Tutors, Subject teachers and the Staff Welfare Team, and these all provide a judgement-free zone for questions, advice and guidance which is an invaluable resource as you progress through A-levels.

## Community Committee - Mingma

In the short amount of time that I have spent at this school, I have recognised the impact that it has had on me academically as well as personally. By participating in the multitude of opportunities available in Year 12 and Year 13, I have become more resolute and mature, highlighting the essence of our Sixth Form which is to prepare for life. For instance, there is an opportunity to mentor students in the lower school as well as primary school students in the weekly homework club. For the many of you who are anxious about the transition to A-Levels, there is extensive support available. From directly contacting teachers to regular drop-in sessions for each subject, a smooth transition is ensured into your Sixth Form studies. My integration into Year 12 has been a swift and enjoyable process due to the strong community spirit throughout the entire school. The students and teachers alike share an eagerness and willingness to delve into the subjects pursued and this environment has encouraged a greater enthusiasm and commitment for my subjects. My experiences here have not only propelled my passion for my subjects but shaped my development as an individual which is why I certainly recommend Kendrick.



## House Committee - Geetika (on behalf of the House Committee)



As a new student joining Sixth Form, I understand that integrating into a new school definitely has its challenges, but I found the welcoming atmosphere at Kendrick very helpful and I really enjoyed meeting new people and making new friends. The teachers play a big role in helping students settle in, so my advice would be to make use of their support as much as you need it! Life as a Kendrick student is filled with many valuable experiences and a big part of making fun memories lies with the House System. It can be daunting to make new friends; especially during Sixth Form, since there are fewer chances to meet people outside your lessons. This makes the house events a great opportunity to meet new people. If you are unsure about taking part in an event, we recommend that you come along because you might find that it is something you end up enjoying! If there is anything you would like to ask us -

whether it's about joining Sixth Form, House events or other queries - please feel free to contact us through our school emails. We wish you the best of luck on your journey at Kendrick and hope to see you at the events and activities taking place this academic year!

# THE SIXTH FORM AT KENDRICK

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The academic offer for 2022-24 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 choose four subjects and begin to indicate their preference for a three or four A-Level programme of study. Through the advice and guidance provided at Consultation, appropriate decisions will begin to be made regarding the number of A-Levels the student will study and these decisions will be confirmed at Registration once the GCSE results are established. At all stages throughout the Sixth Form, we will advise and support students in their choices by careful and rigorous assessment as well as structured dialogue with students and their parents.

## Curriculum Pathways

### Year 12

#### Four A-Level Pathway

- 4 A-Level subjects
- Personal Development, Enrichment and Physical Education

#### Three A-Level Pathway

- 3 A-Level subjects
- Personal Development, Enrichment 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)
- Personal Development, 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
- Personal Development, 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; Community Service; outreach work with local schools; sporting or musical commitments; or undertaking a Massive Open Online Course (MOOC) in an area of particular interest. These opportunities are also available for students on the four A-Level Pathway but time will naturally be more limited.

## A Levels

The following subjects are being offered at A Level in September 2022

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

There is a possibility that we will be offering Computer Science, but this will be confirmed in due course.

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 focussed Personal Development 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 an Apprenticeship/Sponsored Degree Programme 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, Deputy Head of Sixth Form.

On entry into Year 12 students are placed into a tutor group with a Form Tutor who will monitor their progress and help support students, 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

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## **Voluntary Work, Work Experience, Prefect System and Physical Education**

All students will volunteer to help in some capacity in school life and may use their time to assist departments as part of the Prefect system, depending on the demands of their chosen voluntary work. Many Sixth Form students are mentors to younger students in the school. They will also have the opportunity to take part in weekly physical education. They may also wish to do additional personal physical recreation activities or assist with activities with younger students. Most students want to take part in voluntary work in the local community which is arranged outside of school hours.

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

Students in the Sixth Form are encouraged to investigate work experience opportunities for themselves. The Work Related Learning co-ordinator also informs Sixth Form students of offers of work experience placement which are advertised and offered by our valued network of supporting businesses and contacts.

## **Kendrick Student Leaders**

The Student Leadership Team (KSL) includes the Student Leaders and House Captains. These students undertake specific roles working with younger students in the school, organising and supporting inter year and inter House events in 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.

## TIMES OF THE SCHOOL DAY

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Registration am	8.25am – 8.40am
Period 1	8.45am – 9.45am
Period 2	9.50am – 10.50am
First Break	10.50am – 11.10am
Period 3	11.10am – 12.10pm
Second Break	12.10pm – 1.00pm
Registration p.m.	1.05pm – 1.10pm
Period 4	1.10pm – 2.10pm
Period 5	2.15pm – 3.15pm

Students should leave school promptly at the end of the day unless they are involved in an after school activity. The Library is open until 5.00pm and students are welcome to study there, supervised by a Library Assistant.

## TERM DATES 2022/2023

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### Registration for all Year 12 Students: Friday 26<sup>th</sup> August 2022

<p style="text-align: center;"><b>TERM 1 - 2022</b> Monday 5<sup>th</sup> September to Friday 21<sup>st</sup> October 2022 <i>INSET Days: Thursday 1<sup>st</sup> and Friday 2<sup>nd</sup> September 2022</i></p>
<p style="text-align: center;"><b>TERM 2 – 2022</b> Monday 31<sup>st</sup> October to Friday 16<sup>th</sup> December 2022</p>
<p style="text-align: center;"><b>TERM 3 – 2023</b> Wednesday 4<sup>th</sup> January to Friday 10<sup>th</sup> February 2023 <i>INSET Day: Tuesday 3<sup>rd</sup> January 2023</i> <i>Bank holiday: Monday 2<sup>nd</sup> January 2023</i></p>
<p style="text-align: center;"><b>TERM 4 – 2023</b> Monday 20<sup>th</sup> February to Friday 31<sup>st</sup> March 2023 <i>Good Friday: Friday 7<sup>th</sup> April</i> <i>Easter Monday: Monday 10<sup>th</sup> April</i></p>
<p style="text-align: center;"><b>TERM 5 – 2023</b> Monday 17<sup>th</sup> April to Friday 26<sup>th</sup> May 2023 <i>Bank Holiday: Monday 1<sup>st</sup> May</i> <i>Bank Holiday: Monday 29<sup>th</sup> May</i></p>
<p style="text-align: center;"><b>TERM 6 – 2023</b> Monday 5<sup>th</sup> June to Friday 14<sup>th</sup> July 2023 <i>Staff/INSET days: Monday 17<sup>th</sup> and Tuesday 18<sup>th</sup> July</i></p>

# ENTRY REQUIREMENTS

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

- **8 GCSEs (or recognised DfE equivalent) grades 9-5 (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 grade 6 (B) at GCSE in the subjects to be studied at AS/A-level.**

Due to the high demand for places students should be aware that a place may not be offered despite the prediction of suitable results. **Please read the Year 12 Admission Policy for September 2022 Entry for more information and carefully read our oversubscription criteria which is included in the policy.**

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

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

Students would normally be expected to have studied GCSE in subjects they wish to study at A-level. For subjects not studied at GCSE, for example possibly Classical Civilisation, Economics, Philosophy and Sociology, GCSE grades in English Literature and Humanities will be reviewed as a condition of entry onto the course.

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

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The vast majority of students from the main school move into the Sixth Form at Kendrick School. This is the appropriate place for most students to continue their education in the supportive environment with which they are familiar, and with the excellent teaching staff that they already know. However, we do have an admission process that our “existing” students must follow, including completing an options 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 25<sup>th</sup> March 2022.

<b>Year 11 Preliminary A Level Subject Selection assembly. Preliminary Questionnaire issued to all Year 11 inviting provisional A Level subject selection</b>	Thursday 4 <sup>th</sup> November 2021
<b>Post 16 Conference</b>	Tuesday 9 <sup>th</sup> November 2021
<b>Sixth Form Open Evening</b>	Thursday 11 <sup>th</sup> November 2021, 5-7.30pm
<b>Deadline for return of Preliminary Questionnaire</b>	Friday 3 <sup>rd</sup> December 2021
<b>Deadline for return of option forms</b>	Monday 7 <sup>th</sup> February 2022
<b>Consultation meetings to be held</b>	Week commencing Monday 14 <sup>th</sup> February 2022
<b>Provisional offers of places will be sent out</b>	By Friday 18 <sup>th</sup> March 2022
<b>Deadline for accepting/declining a place</b>	Friday 25 <sup>th</sup> March 2022
<b>Induction Day*</b>	Tuesday 28 <sup>th</sup> June 2022
<b>GCSE Results Day</b>	Thursday 25 <sup>th</sup> August 2022
<b>Registration Deadline</b>	Friday 26 <sup>th</sup> August 2022 (remote)
<b>First Day of Term*</b>	Monday 5 <sup>th</sup> September 2022, 8.25am

\*compulsory attendance

## HOW TO APPLY – STUDENTS FROM OTHER SCHOOLS

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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 50 new students into the Sixth Form each year, although this does vary from year to year. The entry requirements for the Sixth Form are given on the previous page. Places are in great demand and students are encouraged to apply as soon as possible, after application forms are made available online. The Sixth Form Prospectus and online application form will be issued on our website in early November and at our Sixth Form Open Evening. **The closing date for the completion of application forms is Friday 21<sup>st</sup> January 2022.** Kendrick School will request your predicted GCSE grades from your current school and these must be received by **Friday 4<sup>th</sup> February 2022.** We will inform you if your school reference form has not been returned to us within 10 days, and we will then ask you to encourage your Head of Year to return it to Kendrick as soon as possible. Applications cannot be considered until both forms have been received by the Admissions Officer at Kendrick School. You will be required to attend a Consultation Meeting which will take place in the week beginning **28<sup>th</sup> February 2022.** The meeting will be to discuss your subject choices and other aspects of your life at Kendrick.

### IMPORTANT DATES

<b>Sixth Form Open Evening</b>	Thursday 11 <sup>th</sup> November 2021
<b>Online application opens. Link available on our website</b>	Friday 12 <sup>th</sup> November 2021
<b>Deadline for receipt of application form to be received by Kendrick</b>	Friday 21 <sup>st</sup> January 2022 (midnight)
<b>School Reference form to be received by Kendrick</b>	Friday 4 <sup>th</sup> February 2022
<b>Consultation meetings to be held</b>	Week of 28 <sup>th</sup> February 2022
<b>Provisional offers of places will be sent out</b>	By Friday 11 <sup>th</sup> March 2022
<b>Deadline for accepting/declining a place</b>	Friday 18 <sup>th</sup> March 2022
<b>Induction Day*</b>	Tuesday 28 <sup>th</sup> June 2022
<b>GCSE Results Day</b>	Thursday 25 <sup>th</sup> August 2022
<b>Registration Day</b>	Friday 26 <sup>th</sup> August 2022 (remote)
<b>First Day of Term*</b>	Monday 5 <sup>th</sup> September 2022, 8.25am

\*compulsory attendance

# GENERAL INFORMATION

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## Induction Course

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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. The date will be confirmed in due course.

## Applications to Higher Education

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Kendrick has considerable experience and expertise in assisting students with their applications through UCAS (the Universities and Colleges Admissions Service). Virtually 100% of our students apply successfully for university places. We have a proven track record of success in supporting applications, at the most prestigious universities in the country. Students will be given individual support from a UCAS Mentor and will agree their UCAS references before it is sent to UCAS.

## Oxford and Cambridge Entrance

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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, admissions test and conditional offer based on A-level results. It is not possible to provide extra teaching for Oxford and Cambridge entrance, although some staff are very generous in giving up their free time to advise and support students. Interview preparation events are held for students annually and opportunities for mock interviews are provided, both within the school and in a mutual arrangement with other schools.

## Part-time Employment

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

## Education Costs

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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

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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

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Biology and Geography A-level students are required to go on the relevant Field Study course and parents are asked to make a financial contribution towards this. Students who were eligible for Pupil Premium and in receipt of the 16-19 Bursary will be exempt from this payment. Those students studying a modern language are expected to visit France or Germany at some stage during their course.

## DESTINATIONS 2021

Institution	Course placed
Aston University, Birmingham	Biomedical Engineering
Bangor University	Marine Biology and Zoology
Bournemouth University	Physiotherapy
Brunel University London	Finance and Accounting with Placement
Cardiff University	Law
	Pharmacy
Hull York Medical School	Medicine
Imperial College London	Biochemistry
	Chemistry
	Computing
	Earth and Planetary Science
	Medicine x4
King's College London, University of London	Computer Science with Artificial Intelligence
	Dentistry x2
	Digital Culture
	English Law and Spanish Law
	Medicine x6
	Neuroscience
Lancaster University	Business Management (Industry)
	Physics, Astrophysics and Cosmology
London School of Economics and Political Science, University of London	Economics x2
	International Relations
Loughborough University	Business Economics and Finance (with placement year)
Queen Mary University of London	Biomedical Sciences
	Chemistry
Royal Holloway, University of London	Liberal Arts
	Politics, Philosophy and Economics
SOAS University of London	Economics (BSc)
St George's, University of London	Medicine (5 year) x2
The University of Edinburgh	Medicine
	Philosophy
Trinity Laban Conservatoire of Music and Dance	BMus in trumpet performance
UCL (University College London)	Applied Medical Sciences
	Economics
	History, Politics and Economics
	Language and Culture (4 years)
	Medicine (6 years) x3
	Philosophy, Politics and Economics BSc

University of Bath	Architecture (with placement)
	Mathematics
	Mathematics (with Study Year Abroad) x2
University of Birmingham	Dentistry (5 years)
	International Relations and Development with Year Abroad
	Law
	Law with French Law (4 years)
	Mechanical Engineering with a Year Abroad
	Medicine (5 years)
University of Brighton	Biomedical Science x2
University of Bristol	Biomedical Sciences
	Electrical and Electronic Engineering
	Electrical and Electronic Engineering with Innovation
	Liberal Arts
	Medicine - MBChB Standard entry (5 years) x2
	Veterinary Science
University of Cambridge	Chemical Engineering (via Natural Sciences)
	Classics
	Economics
	Engineering x2
	Law x3
	Mathematics
	Medicine
University of Essex	Sports and Exercise Science
University of Exeter	Geography
	Law
University of Leeds	Dental Surgery / Oral Science
	Economics and Geography
	Zoology
University of Leicester	Economics
University of Manchester	Biomedical Sciences
	Music
University of Northampton	Biomedical Science
University of Nottingham	Economics
	Physiotherapy
University of Oxford	Biochemistry (Molecular and Cellular)
	Chemistry x2
	History and Politics
	Law x2
University of Portsmouth	Interior Architecture and Design

	Pharmacy
University of Reading	Law
	Pharmacy
University of Sheffield	Biochemistry
	Biomedical Science with a Year in Industry
	Medicine (Phase One)
University of Southampton	Aerospace Electronic Engineering with Industrial Studies
	Biomedical Sciences
	Business Management with Placement
	Computer Science
	Law
University of St Andrews	Computer Science
University of Surrey	Veterinary Medicine and Science
University of Sussex	Economics and International Development
University of Warwick	Accounting and Finance (with Foundation Year)
	Biomedical Science with Industrial Placement x2
	Economics
	Law
	Law and Sociology
Philosophy with Psychology	
University of Winchester	Physiotherapy
University of York	Politics with International Relations
Gap Year	25 students

## EXAMINATION RESULTS

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A summary of the 2021 results can be found on our website via this [link](#).

## APPENDIX 1 – EXPECTATIONS OF OUR SIXTH FORM STUDENTS

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

- The school day begins with registration at 8.25am, and concludes at 3.15pm. Therefore, as a member of the school, we expect you to be present during these hours. You must attend all registrations on time, timetabled lessons, Directed Independent Study Periods (DISPs), assemblies, Personal Development and Enrichment. Study periods should be used productively and whilst you are allowed off site, there are procedures you must follow – see the Attendance Policy for further details.

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

## APPENDIX 2 - SIXTH FORM DRESS CODE

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

### Top half

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

### Bottom half

- Skirts or shorts must be of a decent length (should cover at least two thirds of the upper leg, from hip to knee) and suitable for wear in school (not too tight)

- Trousers/leggings should be suitable for wear in school (ripped/scruffy/revealing items should be avoided)

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

#### **Footwear**

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

#### **Accessories**

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

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

#### **Enforcement of the Policy**

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

It is the responsibility of the Head Teacher and staff to monitor and enforce the dress code as part of the day to day running of the school. Parents/carers have the responsibility to ensure that students come to school in suitable clothing, but Sixth Form students are also expected to take responsibility for their own attire.

In the first instance, the Form Tutor should deal with any minor breach of the uniform policy. A message could be sent home via a note in the student's homework diary and a record should be made on SIMS.

Subsequently the student will be referred to the Teaching and Learning Coordinator (TLC).

If the dress code is repeatedly breached, the TLC will contact parents/carers to discuss the concern.

If this does not produce the desired result, the TLC will meet with the parents/carers and student to attempt to resolve the issue.

Finally, the student will be sent to a member of the Senior Leadership Team (SLT) who will, if necessary, send the student home to change.

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

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

## **APPENDIX 3 – ADMISSION POLICY FOR ENTRY INTO YEAR 12 SEPTEMBER 2022**

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**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 2005 and 31 August 2006 and/or who will be in Year 11 at the time of application.

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

### **Entry into the Sixth Form**

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

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

- 8 GCSEs (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.
- Grade B or 6 or above in the *Higher Tier* is an entry requirement for Mathematics and/or Science AS/A level courses. Students who have taken Foundation Tier GCSE courses in Mathematics and Sciences (rather than Higher Tier) are unlikely to have covered all the appropriate topics from which they can move on to A-level in the context of this school.
- To study a Science subject it would be necessary for an applicant to have achieved at least a Grade B or 6 in Combined Science or Separate Science GCSEs.
- Students who wish to study Further Mathematics must achieve at Grade A\*-A or 9-7 in GCSE Mathematics.
- Students would 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 NARIC).
- Students who are Home Schooled will be asked to provide a reference and predicted GCSE grades from a professional body. In the absence of a reference they may be asked to sit mock GCSE examinations at Kendrick School.

### **Timetable**

- The process for routine admission into the Sixth Form at Kendrick School (Year 12) in 2022/23 begins in November 2021 and ends on 1<sup>st</sup> September 2022.
- Application forms will be available online after the Sixth Form Open Evening which will be held in the Autumn 2021
- 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 **Friday 21<sup>st</sup> January 2022.**
- School Reference Forms must be received by Kendrick School by **Friday 4<sup>th</sup> February 2022.**

### **Late Applications**

Applications received after the deadline will be treated as late applications, but will be considered if submitted by 1st September 2022. Late applications are those which are received after the closing date (21<sup>st</sup> January 2022) and so cannot be considered with the “gathered field” of on-time applications. (See Treatment of Applications section.)

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

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

- The gathered field of applications consists of those applicants whose application form was received before the deadline and the school reference form has been received by **Friday 4<sup>th</sup> February 2022**.
- Suitable applicants will be invited to the school for Consultation Meetings in the week beginning **Monday 28<sup>th</sup> February 2022**. The purpose of these meetings is to explain the options available in the Sixth Form and the entry requirements for the courses.
- Provisional offers will be made no later than **Friday 11<sup>th</sup> March 2022**.
- Applicants will be assessed for suitability to attend a consultation meeting according to a points system as follows:
- Up to a maximum of the 8 best full course GCSE predicted grades, scored on the new GCSE grades for reformed GCSE subjects and the DfE equivalence system: (A\*- 8.5 points; A- 7 points; B – 5.5, C-4 points etc.) for the unreformed GCSEs. Two of the subjects must be full course GCSE Mathematics and English Language.
- Applicants will be placed in a rank order according to the points scored as above. Candidates with a score of 54 or above (“the cut off point”) will be invited to a consultation meeting, according to the oversubscription criteria below if there are more applicants than places available. 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 the School has been named by the Local Authority will be admitted automatically<sup>1</sup> 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 then to external applicants.

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

1. The applicant is a looked after child or previously looked after child<sup>2</sup>
2. The permanent home address of the applicant is within **Priority Areas 1 and 2** of the designated area of the school as at **31<sup>st</sup> August 2022 and they should still be living there at the time of admission to the school** and the applicant is Pupil Premium or Service Premium child<sup>3</sup>. Documentary evidence that the child is in receipt of Pupil Premium or Service Premium will be requested from the current school.
3. The applicant’s home address is within **Priority Area 1** of the designated area of the school and this home address is the permanent address of the parent/carer and the applicant on **31<sup>st</sup> August 2022 and they should still be living there at the time of admission to the school**.
4. The home address of the applicant is within **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 **31<sup>st</sup> August 2022 and they should still be living there at the time of admission to the school**.
5. Applicants whose home address is NOT in the designated area of the school.

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

## 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. Places will be offered to applicants who are ranked high enough according to the GCSE point system described above and who reside within the designated area. This must be the applicant's permanent home address with their parent/carer on 31<sup>st</sup> August 2022 **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 address which will be used for consideration to be living within the designated area must be the applicant's permanent address **by 31<sup>st</sup> August 2022 and they should still be living there at the time of admission to the school**. The exception to this is Crown Servants or members of the Armed Forces. See **Appendix 1** for the list of postcodes within the designated area.

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 his/her 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 his/her time must be used.

Evidence is required of a single address on 31<sup>st</sup> August 2022. The school may ask for documentary evidence to support the application.

If the permanent home address changes **between when an offer is made and 31<sup>st</sup> August 2022**, 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.

## Waiting List

- The Waiting List will be used to offer places if any of the original offers are declined before 1<sup>st</sup> September 2022.
- It will consist of all applicants above the cut-off point who have not received an offer of a place by 11<sup>th</sup> March 2022 and any Late Applicants whose score is above the cut-off point.
- Waiting List applicants will be invited, in rank order, according to the oversubscription criteria to a consultation meeting on the basis of:
  - The overall availability of places.
  - Their subject choices.
  - The availability of places in those subjects.

*Applicants who remain on the waiting list after 30<sup>th</sup> June 2022, will be advised to contact the Admissions Officer, after GCSE results have been published, if they still wish to be considered for a place in the event of any becoming available. Details of the specific contact address will be given. These applicants will be considered, in rank order, on the basis described above. Applicants who do not confirm their continuing interest in a place will not be approached until those who have contacted the Admissions Officer at the school have been considered. It is unlikely that any places will be offered after the second week in September 2022.*

## Tie-break situation

- Where two or more suitable candidates on the Waiting List have the same score, an invitation to a consultation meeting will be determined by distance from school.

- In the event of any places remaining once all applicants on the Waiting List have been considered, the Waiting List may be extended to those below the cut-off point. Where two or more suitable candidates have the same score, an invitation to a consultation meeting will be offered according to the oversubscription criteria. Thereafter, invitations to a consultation meeting will be determined by random allocation.
- In the event of random allocation being used, an independent adjudicator (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 for a place in Year 12 to do the subjects of their initial choice. However, applicants should appreciate that some subjects may become full. This will be most relevant to late applicants, to those offered places from the waiting list and to those who wish to change their original subject choices. Whilst the offer of a place will remain valid, students' options may be governed by availability in individual subjects.

### **Confirmation of Places**

Offers made by 11<sup>th</sup> March 2022 (or subsequently, in the case of late applications and waiting list applications) will be conditional on the applicant meeting the entry requirements in general and for the chosen subjects in particular. Offers are conditional on applicants confirming the place by 18<sup>th</sup> March 2022 or, in the case of late application/waiting list offers, by the deadline given. **Offers will lapse if written confirmation is not received by the school by the given deadline.**

### **Fraudulent Applications**

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

### **Passport Requirements:**

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

### **Appeals**

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

<sup>1</sup>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.

<sup>2</sup>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).

<sup>3</sup>Pupil Premium are those students who have received funding for free school meals at any point in the last 6 years or who are currently eligible for free school meals. The Service Premium is designed to support children with parents/carers serving in the regular British armed forces. Students attract the Premium if they meet the following criteria: one of their parents/carers is serving in the regular armed forces; one of their parents/carers served in the regular armed forces in the last 5 years or one of their parents/carers died while serving in the armed forces and the student is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

## **APPENDIX 4 – DESIGNATED AREA**

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The address which will be used for consideration to be living within the designated area must be the applicant's permanent address **at 31<sup>st</sup> August 2022**. The exception to this is if the family are Crown Servants or members of the Armed Forces.

The 'permanent home address' is defined as the permanent place of residence of the parent/carer with whom the applicant spends the majority of their time, for example the address where the student is registered with a GP. In

the cases where parents have shared responsibility for a student, the permanent address will be where the student stays for the majority of the school week (Monday to Friday). The school may ask for documentary evidence to support the application.

**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, RG18, RG19, RG21, RG24, RG26, RG27, RG40, RG41, RG42, RG45

RG14 2, RG14 5

RG20 4, RG20 5, RG20 6, RG20 7

RG22 6

RG23 8

RG29 1

GU14, GU15, GU16, GU17, GU18, GU19, GU20, GU46, GU47, GU51, GU52

OX10 0, OX10 1, OX10 6, OX10 8, OX10 9

OX11 9

OX49 5

SL4, SL5, SL6, SL7, SL8

SL1 5, SL1 6, SL1 7, SL1 8, SL1 9

HP10 9, HP11, HP12, HP14 3

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

# AS and A-Level Subject Information for 2022 Entry

Art and Design  
Biology  
Chemistry  
Classical Civilisation  
Drama and Theatre Studies  
Economics  
English Literature  
French  
Further Mathematics  
Geography  
German  
History  
Latin  
Mathematics  
Music  
Philosophy  
Physical Education  
Physics  
Sociology  
Spanish

The Extended Project Qualification

Subject pages on our website can be found via this [link](#)

# ART & DESIGN

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## A Level

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

**Exam Board:** Eduqas

**Subject specification codes:** A Level – A651QS

**Subject specification:**

<https://www.eduqas.co.uk/media/a3ndenvr/eduqas-a-level-art-and-design-spec-from-2015-e-090119.pdf>

## What will I study?

The Art and Design A Level will enable students to explore a range of approaches, styles and media to their studies. Work produced for this title will demonstrate use of visual language, creative skills and will 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.

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

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

It is expected that students will possess excellent powers of self-discipline and self-motivation, aim to be capable of creating work to their highest possible technical standard and are willing to confidently experiment, without fear of failure.

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

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 Component**.

The **Externally Set Assignments** (Exam) for A Level incorporate two major elements: preparatory studies and a **15 hour** period of sustained focus. The title of which is received in the January 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.

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

# BIOLOGY

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## 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.

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

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

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

## What next?

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

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

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

# CHEMISTRY

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## AS and A Level

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

**Exam board:** AQA

**Subject specification codes:** AS 7404; A-Level 7405

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

## What will I study?

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

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

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

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

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

## What's next?

Chemistry is a rigorous and in-demand A Level subject. The versatility of Chemistry at A Level means that the student who achieves a good Chemistry result can go on to do a variety of degree courses at university. As well as the study of Chemistry, other popular degree courses include Biology, Biochemistry, Engineering, Pharmacology, Veterinary Science and Medicine. An A Level in Chemistry is required for the study of Medicine at most Universities and Medical Schools.

The study of Chemistry provides a sound basis for careers directly using Chemistry, such as Medicine, as well as for many others in which the problem-solving, numeracy and linguistic skills acquired during the course are highly regarded, such as Law and Management.

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

# CLASSICAL CIVILISATION

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**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 as follows:

### **A Level Examinations**

World of the Hero (40%) – 2hr 20 mins

Greek Theatre (30%) – 1hr 45 mins

Pol. of the Late Roman Republic (30%)– 1hr 45 mins

### **AS Examinations**

World of the Hero (50%) – 1hr30mins

Greek Theatre (50%) – 1hr30mins

## **What will I study?**

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. 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.

**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.

**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>

# DRAMA AND THEATRE STUDIES

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## A Level

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

**Exam Board:** Edexcel

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

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

## What will I study?

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

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

## What next?

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

# ECONOMICS

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## AS and A level

**Assessment:** Examinations (100%)

**Exam Board:** Pearson Edexcel (Economics A)

**Subject Specification code:** AS-Level 8ECO A-Level 9ECO

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

## What will I study?

Economics is the issue of the times in which we live. The financial crisis, global recession, Eurozone's debt problems, COVID-19 lockdown 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! In addition you will study topics such as international economics, poverty and inequality, emerging and developing economies, the financial sector and the labour market.

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

## What next?

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

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

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

# ENGLISH LITERATURE

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## AS & A-Level

**Assessment:** 80% examination; 20% coursework

**Exam Board:** OCR

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

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

## What will I study?

This course is based around discussion and wide, independent reading. Students are encouraged to develop the intellectual confidence to explore writers' purposes, techniques, contexts, themes and effects on an increasingly complex and abstract level, partly through the exploration of alternative interpretations, critical views and theatre productions. 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 A Level coursework. This will be a 20th or 21st century literary novel. Most students find the process of wide reading in order to select their text and theme one of the most fascinating and reading aspects of the course. Typical choices are novels by Iris Murdoch, Monica Ali, Chimimanda Ngozi Adichie, Ian McEwan and Zora Neale Thurston.

## A Level

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

- A Shakespeare play, currently Hamlet
- Comparison of a play and a poet, currently Milton's Paradise Lost and Oscar Wilde's An Ideal Husband

### Unit 2 Comparative and Contextual Study (40%)

- An essay exploring connections between two set twentieth century novels, based around a particular topic; eg. Women, America. The set texts are currently Fitzgerald's The Great Gatsby and Edith Wharton's The Age of Innocence
- An essay on an unseen prose extract based on the chosen topic, involving both close and wider reading.

### Unit 3 Coursework (20%).

- A close reading of a 21st Century poem. The current set text 'Poems of the Decade, the Forward Anthology'
- Comparison of two texts, one set, one of the student's choice. Current set text is Williams A Streetcar Named Desire

## AS Level

### Unit 1 (50%)

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

### Unit 2 (50%)

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

## What next?

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

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

# FRENCH

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## A-Level

**Assessment: Examinations:** (100%)

**Examination board:** AQA

**Subject examination codes:** AS – 7651 A Level – 7652

**Costs:** Work Experience to France (Halsbury): £600-700 (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:** <http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>

## What will I study?

### Paper 1: Listening, reading and writing

How it is assessed

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

### Paper 2: Writing

What is assessed?

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

- Grammar

How it is assessed

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

### Paper 3: Speaking

What is assessed?

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

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

How it is assessed

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

## A Level

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

- Written exam: 2 hours 30 minutes

**Paper 2: Writing - two essays on two texts (Un sac de billes, Kiffe Kiffe demain and La Haine)** (30% of A-level)

- Written exam: 2 hours

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

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

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

### What next?

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

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

# FURTHER MATHEMATICS

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

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

## AS Further Mathematics in Year 13

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

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

## What next?

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

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

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

# GEOGRAPHY

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## AS and A Level

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

**Exam board:** Edexcel

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

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

## What will I study?

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

At AS the course will cover the following units:

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

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

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

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

*“One aspect of A level Geography which I really appreciated was the classroom atmosphere that allowed me to feel comfortable asking questions and engaging in discussions. The teaching was always engaging, and it was lovely to be taught by people who are obviously so passionate about their subject - it really kept lessons interesting. It was also great to be constantly linking topics to current affairs and what’s happening in the news.”*

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

# GERMAN

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## AS and A Level

**Assessment:** Examinations (100%)

**Examination Board:** AQA

**Subject specification codes:** AS – 7661 A Level – 7662

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

**Costs:** Work Experience with **Halsbury Travel** (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** (40% of AS)

- Written exam: 1 hour 45 minutes

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

- Written exam: 1 hour 15 minutes

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

- Oral exam: 12–14 minutes

### A Level

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

- Written exam: 2 hours 30 minutes

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

- Written exam: 2 hours

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

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

## What will I study?

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

## What's next?

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

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

# HISTORY

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**Board:** OCR

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

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

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

**Subject specification:** <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. Most students complete the full A Level qualification. Each year, a number of students go on to study History at university, including Oxbridge.

## The course

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

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

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

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

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

## What next?

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

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

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

# LATIN

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**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 study grammatical and syntactical structures, a range of prose authors and a verse author to develop their linguistic competence. Study of literature accounts for the remaining 50% of the A Level. For this latter element, students study two prose and two verse 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.

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

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

## **What next?**

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

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

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

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

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

# MATHEMATICS

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## 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.

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

*“Maths is my favourite subject. It builds on GCSE but you can now see how the maths is actually used.”*

*“Maths helps with logical thinking and communication in other subjects. One good thing about maths is that the work is regular. If you work consistently you will do well.”*

# MUSIC

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**Assessment:** Performance (30%), Composition and Technical Study (30%), Written exam (40%)

**Exam Board:** Edexcel

**Subject specification codes:** A Level – 9MU0

**Subject specification:**

[https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/Specification%20and%20sample%20assessments/Pearson\\_Edexcel\\_Level\\_3\\_Advanced\\_GCE\\_in\\_Music\\_9MU0\\_specification.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/Specification%20and%20sample%20assessments/Pearson_Edexcel_Level_3_Advanced_GCE_in_Music_9MU0_specification.pdf)

## What will I study?

Music is ideal for students wanting to study a different type of subject, yet one which is rigorously academic and is respected by academia. This course will provide you with a thorough grounding in the three main musical disciplines of performing, composing, and listening and understanding. You will develop performance skills (solo and/or ensemble), compose music and learn about 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, learn to compose and arrange music and understand harmony and how different composers compose. Furthermore, you will learn how to analyse music through listening to and studying scores of set works and associated wider listening, identifying their musical features, and about the social 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 composing skills. 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 and research, all of which prepare you for life after Kendrick.

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.

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

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

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

# PHILOSOPHY

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## AS and A level

**Assessment:** Examinations (100%)

**Exam Board:** AQA

**Subject specification codes:** AS – 7171; A Level – 7172.

**Subject specification:** <https://www.aqa.org.uk/subjects/philosophy/as-and-a-level/philosophy-7172>

“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?
- Are mind and body distinct?
- Does science ever discover truths?
- What does it mean to be immoral?
- Can we prove God exists?
- 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 is one three hour exam for the AS qualification. There are two three hour exams for the A Level qualification.

AS	Ethics	A Level, as for AS plus:	Metaphysics of Mind:
<b>Epistemology [The study of knowledge]:</b> <ul style="list-style-type: none"><li>• What is knowledge</li><li>• Perception as a source of knowledge</li><li>• Reason as a source of knowledge</li><li>• Limitations of Knowledge</li></ul>	<ul style="list-style-type: none"><li>• Utilitarianism</li><li>• Kantian Ethics</li><li>• Aristotelian Ethics</li></ul>	<b>Metaphysics of Religion:</b> <ul style="list-style-type: none"><li>• The Nature of God</li><li>• Arguments for God's Existence</li><li>• Religious Language</li></ul>	<ul style="list-style-type: none"><li>• What do we mean by mind?</li><li>• Dualist Theories</li><li>• Physicalist Theories</li><li>• Functionalism</li></ul>

## 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".

*“I really am enjoying it so much. I love learning about all these new views and theories and it's so cool. I love how philosophy is a mix of everything but so different from everything too.” Year 12 student*

# PHYSICAL EDUCATION (PE)

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## A Level

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

**Exam board:** OCR

**Subject specification codes:** AS – H155; 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

### Performance in physical education (04)\*

Non-exam assessment (NEA) 60 marks\*\*

30% of total A level

- Performance or Coaching
- Evaluation and Analysis of Performance for Improvement (EAPI)

## 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.

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

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

# PHYSICS

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## 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 Double Award course or a GCSE Separate Science Physics course.

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

**Costs:** Students will be provided with one general Advanced level textbook and one older Edexcel AS 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

**Years 13:** Electric & Magnetic fields, Further Mechanics, Particle Physics, Thermal Physics, Nuclear Physics, Cosmology, Experimental Physics.

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

It is advantageous to take AS or A Level Maths.

## What next?

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

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

# SOCIOLOGY

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## AS and A Level

**Assessment:** Examinations (100%)

**Exam board:** AQA

**Subject specification code:** AS – 7191; A2 - 7192

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

## What will I study?

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

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

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

*“Interesting, relevant, hard work”*

*“Well and truly outside of the box”*

*“Sets you up with life skills”*

# SPANISH

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## A-Level

**Assessment: Examinations:** (100%)

**Examination board:** AQA

**Subject examination codes:**

**AS – 7691 A Level – 7692**

**Costs:** Work Experience to Spain (Halsbury): £600-700 (optional)

**Subject specification:**

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692>

## A-level Spanish themes and sub-themes:

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

## What will I study?

### AS

#### 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

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

##### How it is assessed

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

#### Paper 3: Speaking

- Individual research project
- One of four sub-themes ie Aspects of Spanish-speaking society:
  - Aspects of Spanish-speaking society:
  - Artistic culture in the Spanish speaking world
  - Aspects of political life in the Spanish-speaking world

##### How it is assessed

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

### A Level

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

- Written exam: 2 hours 30 minutes

#### Paper 2: Writing - two essays on two texts (30% of A-level)

- Written exam: 2 hours
- Film: Volver
- Text: Como agua para chocolate

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

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

You will read and respond to a variety of Spanish-language written texts, covering different contexts, registers, styles and genres. You will learn how to adapt your spoken and written Spanish language appropriately for different situations and purposes. You will become more adept at using the Spanish 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 Spanish language with a high degree of accuracy and will be required to transfer meaning from Spanish 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 Spanish 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.

*Studying Spanish is more than doing a language to go on holiday...it is linked to the understanding of societies, cultures and the economy in Spain and Latin America. In other words, it will help you to understand the world you live in.*

# EXTENDED PROJECT QUALIFICATION (AQA)

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

**Examination Board:** AQA

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

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

## **Assessment:**

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

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

There are 4 assessment objectives:

AO1: Planning

AO2: Use of Resources

AO3: Develop and realise

AO4: Review

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 synthesise and by making connections
- by planning well and delivering longer project work to a schedule
- by presenting outcomes appropriately and persuasively

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

Not all universities will recognise the EPQ as part of their offer requirement, but there is the trend that more are doing so. Some admissions teams reduce the grade-offer for a specified subject by a grade if an EPQ grade A is achieved. However, universities which may not take into account the EPQ with regard to

their grade offers may well still be more interested in students who reveal a deep and genuine passion for a subject, and the EPQ can be such a vehicle.

### What will I study and learn?

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

Some example of titles chosen by previous students.

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

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

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

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

# KENDRICK SCHOOL A LEVEL SPECIFICATIONS 2022-2024

Subject	Exam Board:	Specification codes	Specification Link
Art & Design	Eduqas	A Level - A651QS	<a href="https://www.eduqas.co.uk/media/a3ndenr/eduqas-a-level-art-and-design-spec-from-2015-e-090119.pdf">https://www.eduqas.co.uk/media/a3ndenr/eduqas-a-level-art-and-design-spec-from-2015-e-090119.pdf</a>
Biology	Edexcel	AS – BIOLOGY B (8BIO); A Level – BIOLOGY B (9BIO)	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-b-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-b-2015.html</a>
Chemistry	AQA	AS 7404; A-Level 7405	<a href="http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/introduction">http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/introduction</a>
Classical Civilisation	OCR	AS –H008 A Level – H408	<a href="https://ocr.org.uk/Images/315133-specification-accredited-a-level-classical-civilisation-h408.pdf">https://ocr.org.uk/Images/315133-specification-accredited-a-level-classical-civilisation-h408.pdf</a>
Drama and Theatre Studies	Edexcel	A Level – 9MU0	<a href="https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/Specification%20and%20sample%20assessments/Pearson%20Edexcel%20Level%203%20Advanced%20GCE%20in%20Music%209%20MU0%20specification.pdf">https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/Specification%20and%20sample%20assessments/Pearson Edexcel Level 3 Advanced GCE in Music 9 MU0 specification.pdf</a>
Economics	Edexcel (Economics A)	AS 8EC0 A-Level 9EC0	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html">http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html</a>
English Literature	OCR	AS – H072; A Level – H472	<a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/">http://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/</a>
French	AQA	AS – 7651 A Level – 7652	<a href="http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652">http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652</a>
Further Mathematics	Edexcel	AS – 8FMO A Level -9FMO	<a href="https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/a-level-l3-further-mathematics-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/a-level-l3-further-mathematics-specification.pdf</a>
Geography	Edexcel	AS – 8GEO A Level – 9GEO	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html</a>
German	AQA	AS – 7661 A Level – 7662	<a href="http://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662">http://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662</a>
History	OCR	AS - H105 A Level - H505	<a href="https://www.ocr.org.uk/qualifications/as-and-a-level/history-a-h105-h505-from-2015/">https://www.ocr.org.uk/qualifications/as-and-a-level/history-a-h105-h505-from-2015/</a>
Latin	OCR	AS – HO43 A Level – H443	<a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-latin-h043-h443-from-2016/">http://www.ocr.org.uk/qualifications/as-a-level-gce-latin-h043-h443-from-2016/</a>
Mathematics	Edexcel	AS – 8MAO A Level –9MAO	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html</a>
Music	Edexcel	AS – 8MU0 A Level – 9MU0	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html#tab-0">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html#tab-0</a>
Philosophy	AQA	AS – 7171 A Level – 7172	<a href="http://www.aqa.org.uk/subjects/philosophy/as-and-a-level">http://www.aqa.org.uk/subjects/philosophy/as-and-a-level</a>
Physical Education	OCR	AS – H155 A Level – H555	<a href="https://ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/">https://ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/</a>

<b>Physics</b>	Edexcel	<b>AS:</b> 8PH0 <b>A Level:</b> 9PH0	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physics-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physics-2015.html</a>
<b>Sociology</b>	AQA	<b>AS</b> – 7191; <b>A Level</b> – 7192	<a href="http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192">http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192</a>
<b>Spanish</b>	AQA	<b>AS</b> – 7691 <b>A Level</b> – 7692	<a href="https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692">https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692</a>
<b>Extended Project Qualification (EPQ)</b>	AQA	<b>Level 3</b> - 7993	<a href="http://www.aqa.org.uk/subjects/projects/aqa-certificate/EPQ-7993">http://www.aqa.org.uk/subjects/projects/aqa-certificate/EPQ-7993</a>