Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>6</td>
</tr>
<tr>
<td>2017 A Level Results</td>
<td>7</td>
</tr>
<tr>
<td>Welcome to Kenilworth Sixth Form &amp; when young people leave Sixth Form</td>
<td>8</td>
</tr>
<tr>
<td>Support &amp; Guidance, choosing your subjects and Year 12 Entry Requirements</td>
<td>10</td>
</tr>
<tr>
<td>Entry Requirements into Year 13</td>
<td>11</td>
</tr>
<tr>
<td>What Subjects are Available and What to do Next</td>
<td>12</td>
</tr>
<tr>
<td>The Personal Tutorial Programme, Pastoral Support, Assessment, Recording and Reporting &amp; Safeguarding</td>
<td>13</td>
</tr>
<tr>
<td>Higher Education &amp; Careers</td>
<td>14</td>
</tr>
<tr>
<td>Work Experience</td>
<td>15</td>
</tr>
<tr>
<td>Kenilworth Learning Resource Centre</td>
<td>16</td>
</tr>
<tr>
<td>Wider Opportunities - Extra Curricular, Sixth Form Contract</td>
<td>17</td>
</tr>
<tr>
<td>Student Life</td>
<td>18</td>
</tr>
<tr>
<td>SUBJECT INFORMATION</td>
<td>19</td>
</tr>
<tr>
<td>Art - Fine Art</td>
<td>20</td>
</tr>
<tr>
<td>Art – Graphic Communication</td>
<td>21</td>
</tr>
<tr>
<td>Biology</td>
<td>22</td>
</tr>
<tr>
<td>Biology (continued)</td>
<td>23</td>
</tr>
<tr>
<td>BTEC National in Sport</td>
<td>24</td>
</tr>
<tr>
<td>Business Studies</td>
<td>25</td>
</tr>
<tr>
<td>Business Studies (continued)</td>
<td>26</td>
</tr>
<tr>
<td>Chemistry</td>
<td>27</td>
</tr>
<tr>
<td>Chemistry (continued)</td>
<td>28</td>
</tr>
<tr>
<td>Chemistry (continued)</td>
<td>29</td>
</tr>
<tr>
<td>Computer Science</td>
<td>30</td>
</tr>
<tr>
<td>Computer Science (continued)</td>
<td>31</td>
</tr>
<tr>
<td>Criminology</td>
<td>32</td>
</tr>
</tbody>
</table>
Drama and Theatre Studies 34
Economics 35
Economics (continued) 36
English Combined 37
English Language 39
English Literature 40
Fashion and Textiles 41
Geography 43
Geography (continued) 44
History 45
History (continued) 46
Mathematics 47
Mathematics with Further Mathematics 49
Modern Foreign Languages 51
Modern Foreign Languages - French 52
Modern Foreign Languages - German 53
Modern Foreign Languages - Spanish 54
Music 55
Music (continued) 56
Music Technology 57
Music Technology (continued) 58
Physical Education 59
Physical Education (continued) 60
Physics 61
Politics 62
Product Design 3D 63
Product Design 3D (continued) 64
Product Design 3D (continued) 65
INTRODUCTION

This prospectus is designed to give you information about Kenilworth Sixth Form. This is a very important period of a student’s life when decisions are made which affect a young person’s future. I hope that this prospectus will help in making these decisions.

At Kenilworth School we combine high aspirations with care for individual students. Our students are happy and confident individuals, who enjoy good relationships with their fellow students and staff.

Kenilworth Sixth Form is a real community where students further develop the Kenilworth School ethos of high aspiration and achievement. It enjoys the advantage of being on its own site and this helps to foster a more adult environment. We have our own library, ICT facilities, science laboratories, drama studio, art studio, language laboratory, music and music technology buildings, design areas, a large student common room and dining area, gymnasium and playing fields, and we are well-equipped for all the subjects that we teach.

We also encourage the development of skills such as team building, effort, responsibility, healthy competition and leadership. Our students achieve their best because of the range of experiences that we provide in an environment that is positive, supportive and forward-thinking.

If you choose to join the vibrant and successful community that is Kenilworth Sixth Form, I look forward to working in partnership with you in the near future.

H H S Abbott
Headteacher

Kenilworth Sixth Form is a large, self-contained campus about a mile and a half away from the 11-16 Kenilworth School site. Only A levels and level 3 BTEC qualifications are taught at the Rouncil Lane Campus, so the Sixth Formers have their own self-contained site.

We offer high quality education to students at a crucial period in their lives. We have an enviable examination record and the vast majority of our students progress to university, while others go directly into employment.

Students choose Kenilworth Sixth Form because we offer a wide range of subject choice, we have a friendly atmosphere and high quality teaching which provides sound preparation for higher education or employment.

In addition to academic excellence, we offer a wide range of extra-curricular activities which help students become well rounded young adults.

N Mummery
Senior Deputy Head/Head of Sixth Form
### 2018 A LEVEL RESULTS

**Results Subject/Grade Analysis: June 2018. Qualification: GCE/A Level**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Entries</th>
<th>A*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art &amp; Design Graphics</td>
<td>22</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Art &amp; Design Fine Art</td>
<td>13</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Biology</td>
<td>43</td>
<td>2</td>
<td>10</td>
<td>12</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Business Studies</td>
<td>43</td>
<td>2</td>
<td>8</td>
<td>21</td>
<td>12</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>34</td>
<td>3</td>
<td>9</td>
<td>14</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D&amp;T Product Design</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D&amp;T Textiles Technology</td>
<td>15</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Drama</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Economics</td>
<td>30</td>
<td>0</td>
<td>9</td>
<td>11</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English Lang &amp; Literature</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English Language</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English Literature</td>
<td>27</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>French</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Geography</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>German</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>History</td>
<td>31</td>
<td>2</td>
<td>5</td>
<td>12</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Information Technology</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics Further</td>
<td>21</td>
<td>3</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>66</td>
<td>18</td>
<td>16</td>
<td>15</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Music Technology</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Music</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physics</td>
<td>30</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Politics</td>
<td>14</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Psychology</td>
<td>60</td>
<td>1</td>
<td>11</td>
<td>18</td>
<td>19</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>20</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sociology</td>
<td>32</td>
<td>3</td>
<td>7</td>
<td>12</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sport/PE Studies</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sport/BTEC (Merit)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

3 Merits
Kenilworth Sixth Form is part of an outstanding school at the heart of the community. We aim to motivate all of our young people to achieve more than they ever thought possible; we aim to awaken a curiosity and passion for learning so that they are able to play a full part as adults in shaping the society of the future.

Our students are proud of their achievements and are encouraged to make an active contribution to school, the community, and to society at large through a range of opportunities which develop leadership, flexibility and a strong work ethic.

**Our Values**

- The students feel proud of their school and enjoy going to a place where their needs are taken seriously, and where their individuality is respected.

- The students work in a happy, ordered environment where regimentation is avoided and rules have reasons. They are able to work without interference and any problems they encounter are dealt with quickly and sensitively. Misdemeanours are handled firmly, but justly.

- The lessons are varied, interesting and challenge them at an appropriate level. Students are motivated to make progress and achieve well. If they are in difficulty, they will get support. The relationships between students and teaching staff are warm but respectful and students have at least one adult who knows them very well.

- There is a range of opportunities outside lessons to stimulate new interests and enthusiasm.

- Praise and encouragement are frequently used and a broad scope of possible achievement is recognised. Where support is needed, it is positive and individually tailored.

- The school has the resources to sustain this varied and exciting curriculum and the environment is well cared for, stimulating and imaginative. The students are encouraged to take responsibility for the care of their surroundings.

- All students have equal access to different aspects of the curriculum and are discouraged from harmful stereotypes. The school maintains an open view of their potential.

- All students are encouraged to take responsibility and develop their leadership skills through co-operative working. They are expected to show tolerance and respect for others’ opinions.

- All students are given guidance and have information and expertise to help them in their vocational choices.
When the young people are ready to leave Kenilworth Sixth form:

They will have achieved the very best academic results they can. Other experience, skill and talents will be formally recognised.

They will have a positive attitude to further study and training; they will also have considered, with the help of a qualified Careers Advisor, career paths. They have the learning skills to make the best use of opportunities available.

They will be personable young adults, who can sustain themselves economically and are prepared to give their time in the services of others.

They will have also considered their beliefs, they will start to recognise their spiritual and emotional needs. They will have developed a set of moral principles, and be able to sustain relationships.

They will have the motivation to play their part in society and the self-confidence to question and challenge when they feel it necessary.

They will have made good friends and have happy memories.
SUPPORT AND GUIDANCE

At Kenilworth Sixth Form, students will be part of a tutor group and the tutor will be an important source of help and advice. Students’ progress will be monitored throughout their time here. Every term their tutor will discuss their progress and help them to set realistic targets and devise a plan to help them achieve. Students who are underachieving will be referred to the Senior Staff for further advice. Students and parents receive reports on progress and there are parents’ evenings throughout the year.

Students will also receive detailed guidance on applications for university and opportunities for employment from Kenilworth Sixth Form staff and from a Careers Advisor, both of whom offer individual interviews.

CHOOSING SUBJECTS

When choosing A Level subjects students should:

- Consult with the staff who teach them and know about their chances of success in the various subjects which interest them.
- Choose subjects that they will enjoy studying, as the subjects that students choose will be a large part of their life over the next two years.
- Choose subjects that are needed for a possible career.

Please look at the ‘Informed Choices’ video and PDF file by the Russell International Excellence Group on the Sixth Form section of our website www.ksn.org.uk for further university and careers information. This also provides information on facilitating subjects which are of vital importance for many careers and university courses.

- Students should not choose more than 2 subjects that they have not studied at GCSE level.

How many subjects should they choose?

At this stage, students should choose 3 or 4 subjects in Year 12 and 1 reserve subject. Students need to state their 1st, 2nd, 3rd & 4th chosen subjects (in order of preference) on their application form.

Students will be given specific, individual guidance as to which of the many combinations will suit them.

ON-LINE CURRICULUM PROSPECTUS

There is detailed information about every A level subject that we offer on our on-line curriculum prospectus. This can be found on www.ksn.org.uk/sixthform. This includes what will be taught on the course, the exam board we use, the subject entry requirements and potential career paths.

A LEVEL REFORMS

The A level reforms mean that each student’s A level grade will entirely depend on the A level exams taken at the end of their second year at the Sixth Form when they are in Year 13.

Students will take mock exams, in Years 12 & 13, after Christmas. If they do not reach their target grade they will be asked to re-sit their exam. There will also be end of year internal exams in Year 12.
ENTRY REQUIREMENTS INTO YEAR 12

To gain entry into Kenilworth Sixth Form, students must achieve at least 6 GCSE passes at Grade 4/C or above, including:

- English Language or English Literature at Grade 4 or above
- Maths at Grade 4 or above
- At least 4 other GCSEs at Grade 4/C or above
- BTEC level 2 qualifications awarded at pass, merit or distinction, will count as a maximum of 1 of these 6 additional GCSE qualifications.
- Two of the 6 GCSEs must be a Grade B or Level 6
- Different subjects at A level have their own entry requirements and this information is in our on-line curriculum prospectus. Website Link: [http://www.ksn.org.uk/sixth-form](http://www.ksn.org.uk/sixth-form)
WHAT SUBJECTS ARE AVAILABLE?

The subjects offered are as follows (these subjects will run at A level if there is sufficient demand).

For further Subject information please visit our Website: http://www.ksn.org.uk/sixth-form/prospectus-2018-2019

WHAT TO DO NEXT

1. Decide on subject choices – students must check with their teachers that these are suitable. They should start researching which A levels are needed for particular careers/university courses that interest them.

2. Complete and return the Application Form. These should be completed by **Friday 14th December** so that senior staff have the relevant information for the sixth form interviews. These are called Priority Applications and they will help to inform the decision if a course will run based on the number of students opting to take it. Applications received after **14th December** will still be accepted but they will be classed as non-priority. Applications to be returned to m.milton@ksnadmin.ksn.org.uk

3. Attend an interview.

4. Attend the Introductory Day which will be held after the GCSE exams.

5. On Thursday 22 August 2019, GCSE results day, students must confirm their place during enrolment, ready to start Year 12 in September.
THE PERSONAL TUTORIAL PROGRAMME

It is our aim to provide for students the best possible guidance and support during their stay at Kenilworth Sixth Form, consequently, the tutorial system is a very important element in our programme.

Each year group is divided into tutor groups of approximately 18 students. We try to ensure that the students assigned to each group are those who have some academic subjects in common with each other and with their tutor. However, students who are new to Kenilworth School are, wherever possible, carefully placed in groups where they have friends or acquaintances, or are assigned to a student mentor to ease the transition into the Sixth Form.

The tutor group is when daily registration occurs and routine administrative procedures are carried out. In addition, we have academic tutorials between students and their tutor. Clearly this has great benefits not only in the monitoring of each student’s general well-being, but also in the completion of the lengthy procedures involved in students’ selection of, and application for, places in higher education and employment.

A common programme is followed covering essential aspects of Post 16 student life, such as study skills, careers and university guidance.

ASSESSMENT, RECORDING AND REPORTING

Students will have regular Effort, Achievement and On-Track grades to monitor their progress. These will be done electronically and through paper copies. There will be examinations at the end of Year 12 and mock exams in Year 12 and 13 in the run-up to the final exams.

PASTORAL SUPPORT

In addition to their tutor, students can also see Mrs Reddington, Pastoral Support Leader, and Mrs Meilak, Student Welfare Officer, about any concerns.

SAFEGUARDING

Kenilworth School Sixth Form takes any safeguarding issue very seriously and any concerns should be raised with the Child Protection Officer, Mr Mummery.
For our students, time at Kenilworth Sixth Form passes quickly, which means that career planning must keep pace with their academic studies. The ‘Choices Programme’ during Year 12 enables them to complete applications for higher education or employment during the Autumn Term of Year 13.

**January to March**  
many of them will feel undecided about career choices at this early stage of their course, help will be available to enable them to make an effective choice.

**May and June**  
during the summer term ‘Higher Education’ is central to the tutorial programme. Answers will be given to questions such as:

*What is special about Higher Education?*
*Can I combine employment, training and degree studies?*
*How do I decide where to apply to?*
*What will it cost?*

From May onwards, students will spend time on research and consultation.

In July on ‘Futures Day’ we have visiting speakers who inform the students about apprenticeships as well as university applications.

They will be encouraged to make use of up to three carefully selected university open days. Visits are arranged to colleges at Oxford and Cambridge, as well as the UCAS conference, where students can explore a range of post 18 options.

Throughout the year, students may take the opportunity to discuss their personal position with our Higher Education Co-ordinator, Dr Parsons and our Careers Advisor, Miss Brennan.

All students have unrestricted access to the Careers Library which contains a range of careers information, reference books, prospectuses for local colleges of Further Education and all United Kingdom universities.

If students do wish to go to university, by the end of the summer term they should have two or three serious options to be the basis of applications. They will then be shown how to complete the online application procedure, including the personal statement section, so as to give them the best possible chance of success in gaining a university place.

Students and parents can also access a careers section on the school VLE, providing links to a range of general careers resources and information, so that students in Years 12 and 13 can find out more about job roles, higher education, entry requirements, apprenticeship vacancies and much more. The Job Explorer Database helps students generate career ideas. Higher Ideas is a useful tool to explore university and career options.
All Sixth Form Students will have the opportunity to go on work experience in a placement of their choice.

Work Experience represents the vocational link between academic subjects, any higher education plans and their career interests.

In the Sixth Form, decision-making is an important responsibility of all students, and Work Experience will be an integral part of the decision making process. For most of them, Work Experience in Year 12/13 will be the first stage of investigating higher education opportunities and preparing for the decisions they will have to make in September and October of Year 13. This emphasis will lead to a specialised, individually designed work placement, tailored to their needs.

We recognise the growing maturity and independence of our students so we consider that it is appropriate that they arrange their own placements. This means that they will have the responsibility for seeking advice, discussing ideas, selecting companies, writing letters of application and arranging interviews. It will be especially important for them to negotiate a programme of work which suits their requirements.

If this sounds daunting, do not worry! The school will provide a full support programme, together with careers, tutorial and subject teachers’ advice and guidance.
The Learning Resource Centre is equipped to provide a modern multi-media resource centre and is open throughout the school day. It is available for quiet reading, research, studying and borrowing resources.

- Approximately 8,000 books cover all the subject areas studied at Kenilworth Sixth Form and there is a fiction section for personal reading.

- New titles are added regularly to reflect the Sixth Form curriculum.

- The catalogue is fully computerised making it easy to find information, searching by author, title or key word.

- Journals specially designed for Sixth Form students provide current information for most subject areas.

- There is a daily newspaper and periodicals of general interest, such as the Economist and New Scientist.

- Access to the internet for academic study is available through 14 networked computers. There is also wireless access for students’ own laptops.

- Students receive a general induction in using the Learning Resource Centre and staff are always available to provide help and advice on finding information. If we do not have the information they need, we will try to get it to them or direct them to a place where they will find it.
There are several opportunities to widen their interests beyond their academic studies. Some examples of this are:

- Producing Sixth Form newspaper
- Running a debating society/Public Speaking Competitions
- Organising a branch of Amnesty International
- Taking part in School drama and music productions
- Organising and running Rag Week for charity
- Sixth Form Band and the School Orchestra
- Male and Female Voice choirs
- Setting up a Young Enterprise company
- Running the Sixth Form Sound radio station
- Organising the Leavers’ Ball
- Duke of Edinburgh Award
- Recycling Committee
- Year-book editing
- Be part of the Year 12 Student Council or the Sixth Form Student Council

All students are asked to sign the Kenilworth Sixth Form Contract which outlines what is expected of them as a Sixth Form student, what they can expect from us in terms of the quality of the education and support they will receive. The Contract is an expression of the three-way relationship between students, parents and Kenilworth Sixth Form which we regard as being very important.
Kenilworth Sixth Form is fortunate to have a large student common room with an adjacent dining area. The common room is the focus for socialising and relaxing at break-times and lunchtimes. There is a strong Student Council which is responsible for the day to day running of the common room and representing the interests of all the students at Kenilworth Sixth Form. Representatives are elected by the students annually and others can be co-opted onto the Council. The Council organises Rag Week in October, the annual Leavers’ Ball, charity events, the allocation of funds to improve the Sixth Form, and raises issues with the Head of Sixth Form and the Sixth Form Pastoral Leader.

Student Council 2018-19

Chair Person
Charlotte Williams

Charity
Lucy Taylor

Communications
Amelia Gould

Music
Emily Todd

Secretary
Lizzie Hastings

Sport
Lucy Green

Sport
Ryka Sekhavati

Year 13 Liaison
Amy Goodwin

Year 12 Liaison
Priya Heer

Treasurer
Dara Yallop

Social
Jodie Ward

Magazine
Jasmine Gill

Debating
Izzy León

Debating
Luci Jones

Debating
Arianna Wallbank
ART - FINE ART

THE COURSE

The two-year linear course with Eduqas (WJEC) allows us greater flexibility to deliver a course that is more engaging, creative and structured to allow all students to improve both their artistic skills and their conceptual understanding of artwork.

What will I learn?

Year 1

You will attend a series of workshops that cover the bases of visual language. You will be instructed how to use artistic materials from a traditional standpoint before being given the freedom to explore these experimentally and creatively. You will learn how to use a wide range of artistic media, both 3D and 2D, with improved competence and how to deconstruct works of art in order to understand how other artists approach different topics and themes. By the summer you will have started your main A level project, where you will use and display the skills you have acquired to a thorough, personal and well-developed project.

Year 2

You continue to develop your main portfolio of work to create a final piece. This is worth 60% of the A level. In February you will start a second project, which makes up the final 40% of the A level.

At the end of year 13, we celebrate your successes with an external exhibition in a local gallery space, which is co-curated with the students and gallery owners.

Extra-Curricular Opportunities

Life drawing classes, Year 13, annually
Trip to Oxford, Year 12 and 13, annually
Art in Action at Warwick University, Year 13, annually

Kenilworth School Art Department is a Hub of Excellence for the exam board, Eduqas.
We are also a National Hub of Excellence for Initial Teacher Training, in partnership with Warwick University.
The two-year linear course with Eduqas (WJEC) allows us greater flexibility to deliver a course that is more engaging, creative and structured to allow all students to improve both their design skills and their understanding of how to visually communicate effectively.

WHAT WILL I LEARN?

Year 1

You will attend a series of workshops that cover the bases of visual communication and the pillars of graphic design. You will be instructed how to use different media before being given the freedom to explore these experimentally and creatively to a series of mini briefs. You will learn how to use a wide range of artistic media, both 3D and 2D, hand-made and digital, with improved competence for more professional outcomes. You will also learn how to deconstruct works of art in greater depth in order to understand how other designers approach different design briefs. By the summer you will have started your main A level project, where you will use and display the skills you have acquired to a thorough, personal and well-developed project.

Year 2

You continue to develop your main portfolio of work to create a final piece. This is worth 60% of the A level. In February you will start a second project, which makes up the final 40% of the A level.

At the end of Year 13, we celebrate your successes with an external exhibition in a local gallery space, which is co-curated with the students and gallery owners.

Extra-Curricular Opportunities

Life drawing classes, Year 13, annually
Trip to Oxford, Year 12 and 13, annually
Art in Action at Warwick University, Year 13, annually

Kenilworth School Art Department is a Hub of Excellence for the exam board, Eduqas. We are also a National Hub of Excellence for Initial Teacher Training in partnership with Warwick University.
**BIOLOGY**

Are you looking for a subject that will teach you how living organisms work?

AS and A2 level Biology will give you an understanding of the processes that take place in living organisms e.g. Osmosis, Mitosis, DNA, Heart structure, Diseases, Reproduction and Nerves.

During the year the aim is to build on concepts developed in the National Curriculum and extend the student’s knowledge and understanding whilst developing communication, experimental and IT skills.

Practical work is a major element of the course and students will need to enhance their experimental skills of planning investigations, carrying them out, collecting evidence, interpreting and evaluating evidence.

The outline for the new course from 2015 is:

**Overview of AS Level in Biology**

<table>
<thead>
<tr>
<th>Content Overview</th>
<th>Assessment Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content is split into four teaching modules:</td>
<td>Breadth in biology (01)</td>
</tr>
<tr>
<td>• Module 1 – development of practical skills in biology</td>
<td>70 Marks</td>
</tr>
<tr>
<td>• Module 2 – Foundations in Biology</td>
<td>1 hour 30 minutes written paper</td>
</tr>
<tr>
<td>• Module 3 – Exchange and transport</td>
<td>50% of total AS Level</td>
</tr>
<tr>
<td>• Module 4 – Biodiversity, evolution and disease</td>
<td>Depth in biology (02)</td>
</tr>
<tr>
<td>Both components assess content from all four modules</td>
<td>70 Marks</td>
</tr>
<tr>
<td></td>
<td>1 hour 30 minutes written paper</td>
</tr>
</tbody>
</table>

Exam Board: OCR

Entry Requirements:

Either:

A minimum of a grade 6 in each Separate Science subject plus a grade 6 in Maths.

Or:

A minimum of a grade 6-6 in Combined Science plus a grade 6 in Maths.

Exam Board: OCR

Entry Requirements:

Either:

A minimum of a grade 6 in each Separate Science subject plus a grade 6 in Maths.

Or:

A minimum of a grade 6-6 in Combined Science plus a grade 6 in Maths.
### Overview of A Level in Biology

**Exam Board: OCR**

**The syllabus** aims to extend the student’s knowledge of Biology and explain the ideas that support all the new topics covered and highlight the latest advances in Biological research.

Biology provides an excellent A-level combination with a broad spectrum of subjects. Whatever your final degree course or job choice, Biology is a valuable option for the future.

#### Content Overview

Content is split into six teaching modules:
- **Module 1** – Development of practical skills in biology
- **Module 2** – Foundations in biology
- **Module 3** – Exchange and transport
- **Module 4** – Biodiversity, evolution and disease
- **Module 5** – Communication, homeostasis and energy
- **Module 6** – Genetics, evolution and ecosystems

#### Assessment Overview

<table>
<thead>
<tr>
<th>Component</th>
<th>Content</th>
<th>Marks</th>
<th>Duration</th>
<th>Percentage of Total A-Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Biological processes</td>
<td>100</td>
<td>2 hours 15 minutes</td>
<td>37%</td>
</tr>
<tr>
<td>02</td>
<td>Biological diversity</td>
<td>100</td>
<td>2 hours 15 minutes</td>
<td>37%</td>
</tr>
<tr>
<td>03</td>
<td>Unified biology</td>
<td>70</td>
<td>1 hour 30 minutes</td>
<td>26%</td>
</tr>
<tr>
<td>04</td>
<td>Practical endorsement in biology</td>
<td>0</td>
<td>Reported separately</td>
<td></td>
</tr>
</tbody>
</table>

**Exam Board: OCR**

The syllabus aims to extend the student’s knowledge of Biology and explain the ideas that support all the new topics covered and highlight the latest advances in Biological research.

Biology provides an excellent A-level combination with a broad spectrum of subjects. Whatever your final degree course or job choice, Biology is a valuable option for the future.
Rationale of the BTEC Nationals in Sport

A BTEC National in Sport is one of the most popular BTEC courses. The results we achieved in 2015 were outstanding with 13 of 14 achieving distinction or distinction star grades. Many of the students used their qualification to attend top universities.

It is a vocational qualification that will help prepare you for a huge range of careers. You may be thinking of pursuing a career in the sports industry and this would be the ideal course to help you meet your potential. You may be considering joining the health and fitness industry as an exercise professional, or thinking of Sports Psychology, Nutrition or Coaching, the opportunities are endless.

How is the BTEC structured?

This course requires you to supervise and instruct people who are taking part in exercise classes or training and show ways to improve their lifestyle. Research has shown a clear link between an active lifestyle and good health. As a result, the health and fitness industry has grown significantly over the last 10 years, and will probably continue to grow. There is a demand for exercise professionals and there are good employment opportunities for successful students.

The BTEC National is divided into Mandatory units (the ones you must do) and Optional units. Units 1, 2 and 3 are Mandatory units and Units 1& 2 are assessed externally. Unit 3 & 7 will be assessed internally.

Units covered

**Unit 1:** Anatomy & physiology.

**Unit 2:** Fitness Training and programming for health, sport and well-being.

**Unit 3:** Professional Development in the Sports Industry.

**Unit 7:** Practical Sports Performance.
Business Studies is an exciting multi-disciplinary subject focusing on institutions and problems of the business world. The course is designed for students who have aspirations for a career in Advertising, Marketing or Management.

Organisation and Content of the Course

This is one of the most popular courses at Kenilworth Sixth Form because it prepares students for university and/or a future career in management.

There are three examinations at the end of the A Level course. Students will investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts. The teaching allows for students to gain AS or A Level accreditation.

What topics do we study?
- Marketing strategies
- Branding
- Management and motivation
- Entrepreneurs and leadership
- Financial planning
- Resource management
- Economic influences
- Business decision making
- Ethics and culture
- How to manage change
- Globalisation

A Level results are significantly above national average.

The department has close links with local industry, with visiting speakers from local companies. We arrange regular educational visits to student conferences and business events.
What can I do with this A Level?

A Level Business is a highly respected qualification and is held in great esteem by universities and employers alike. Business complements almost every course across the curriculum. It combines particularly well with Social Sciences (like Psychology, Sociology & Economics), Humanities, Design subjects, Mathematics and Languages. The course will provide you with a broad-based preparation for a wide range of management careers in industry, commerce or the public service. The vast majority of students studying A level Business will progress on to one of the many business related degree courses.

What extra-curricular activities do we offer?

- Opportunity to set up your own business through Young Enterprise. You can emulate a decade of award winning teams that have represented the Sixth Form.
- A number of visits and competitions through local university partnerships.
- Enterprise days that allow you to work with local businesses and entrepreneurs.

A Level Business helps student

- Develop a critical understanding of organisations, the markets they serve and the process of adding value
- Be aware that business behaviour can be studied from the perspectives of a range of stakeholders
- Acquire a range of skills including decision-making and problem solving
- Be aware of the current structure of business and business practice.

Are there any specific entry requirements?

There is no requirement to have studied Business or Applied Business at GCSE because the course content at A Level is significantly different from that studied at GCSE level. Students must meet Sixth Form entry criteria.

98% of students attained A* to C
Studying A-Level Chemistry will provide you with in-depth knowledge of this fascinating subject, preparing you for further education or giving you the credentials to enhance your future career choices.

Chemists have greatly improved the quality of life for the majority of people. The A Level Chemistry course is underpinned by the practical skills that we call ‘How Science Works’. You will also learn about how chemists are real innovators, designing solutions to the problems that affect modern life.

Students with a wide range of interests enjoy the Chemistry course; whether your ambition is a future in medicine, industry or research, Chemistry is the solid platform upon which careers are built.

Plus, an A-Level in Chemistry allows students to follow a wide variety of career paths:

**University Courses Include:**
- Chemistry with Medicinal Chemistry
- Toxicology
- Archaeological Chemistry
- Environmental Chemistry
- Analytical Chemistry
- Chemistry with Sport Science
- Chemical Technology
- Astrochemistry

**Career Paths Include:**
- Medicine
- Forensic scientist
- Patent attorney
- Chemical engineer
- Pharmacologist
- Environmental consultant
- Cancer researcher
- Biotechnologist
What do our students like about the course:

1. Being challenged by the subject and made to think for themselves.
2. How their knowledge and skills are built as the course progresses.
3. How comprehensive the course is, which gives them an insight into different kinds of chemistry.
4. The hands-on work in the lab when completing practical work.

Knowledge and skills learnt:

1. An understanding of how the chemical elements interact and the role they play in making up our world and beyond.
3. The relevance of science beyond the laboratory.
4. Analytical, evaluative and synoptic skills.
5. Practical skills, including the ability to plan and manipulate information and data.

Structure of the course:

Students will learn about all aspects of Chemistry during 5 hours of teacher contact time per week.

There is no longer a coursework element although students must conduct 16 Core Practical experiments with written analysis during the 2 years to which they must Pass each. However, the final A-Level grade is awarded solely on end of year examination.

Students will study the following topics and will sit the follow end of year examinations:

YEAR 1:

TOPIC 1 – Atomic structure
TOPIC 2 – Bonding & Structure, Shapes and Intermolecular forces
TOPIC 3 – Redox
TOPIC 4 – Inorganic Chemistry
TOPIC 5 – Formulae, Equations and Moles
TOPIC 6 – Organic Chemistry
TOPIC 7 – Analytical Chemistry (Mass spectrometry & Infra-Red spectroscopy)
TOPIC 8 – Energetics
TOPIC 9 – Kinetics
TOPIC 10 – Equilibrium
CHEMISTRY (CONTINUED)

YEAR 2:

TOPIC 11 – Equilibrium II
TOPIC 12 – Acid-base Equilibrium
TOPIC 13 – Energetics II (Entropy)
TOPIC 14 – Redox II (Electrochemical cells)
TOPIC 15 – Transition Metal Chemistry
TOPIC 16 – Kinetics II
TOPIC 17 – Organic Chemistry II (Carbonyl Chemistry)
TOPIC 18 – Organic Chemistry III (Arenes and Organic Nitrogen Chemistry)
TOPIC 19 – Analytical Chemistry (Nuclear Magnetic Resonance)

END OF YEAR 1 EXAM: (Internal Exam)
Every student will sit the following exams at the end of year 1:

<table>
<thead>
<tr>
<th>Paper</th>
<th>Marks</th>
<th>Duration</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>80</td>
<td>1:30 hrs</td>
<td>50%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>80</td>
<td>1:30 hrs</td>
<td>50%</td>
</tr>
</tbody>
</table>

END OF YEAR 2 EXAM: (External Exam)
Only those students wishing to complete the full A-Level will continue into year 2. Their qualification will be solely based on the following exams sat at the end of the year 2 which covers topics 1-19:

<table>
<thead>
<tr>
<th>Paper</th>
<th>Marks</th>
<th>Duration</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>90</td>
<td>1:45 hrs</td>
<td>30%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>90</td>
<td>1:45 hrs</td>
<td>30%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>120</td>
<td>2:30 hrs</td>
<td>35%</td>
</tr>
</tbody>
</table>

FURTHER OPPORTUNITIES:

- Participation in the International Chemistry Olympiad competition and the Cambridge Chemistry Challenge.
- Invitation to Chemistry lectures at The University of Warwick.
- Undertaking lab work in the undergraduate laboratory at The University of Warwick.
- Visits and talks at Kenilworth School delivered by lecturers and researchers from The University of Warwick.
COMPUTER SCIENCE

“At its heart lies the notion of computational thinking: a mode of thought that goes well beyond software and hardware, and that provides a framework within which to reason about systems and problems.” (Computer Science a Curriculum for Schools).

Computer Science is a new course that relates to the ever changing world of technology. Computer Science is a practical subject where learners can apply the academic principles learned in the classroom to real world systems. It is an intensely creative subject that combines invention and excitement, that can look at the natural world through a digital prism.

What can students do with A Level Computer Science?

Computer Science is a wide ranging subject with a number of different branches. Many students go onto University or Technical apprenticeship in industry. Computer Science covers areas for Networking, game design, programming development of software, Network Security and much more. A Level Computer Science complements many other A Levels, and is useful in taking degrees in areas of engineering, business or design.

Who teaches Computer Science?

Staff have a range of skills on an International sphere in both educational and industrial settings. Highly qualified and up-to-date expertise that will serve as an excellent bedrock for learning. All staff are trained in the field of computing and have extensive experience in a range of educational and work settings. Staff are keen to maintain cutting edge response to our ever-changing technological world.

Students are encouraged to develop a wide range of skills and together with an on-depth knowledge of computing in the community and industry students are well prepared for Higher Education or a career in the computing industry. Emphasis is on the business real world situations and candidates are encouraged to work with real world case studies. PYTHON is the language we will be using primarily.

Exam Board: Oxford & Cambridge

Having A-level Computer Science is highly regarded when you venture into employment or to university. Having an A-level computing qualification opens you up to a world of possibility, with so many avenues and sectors you can get into. Computing at AS and A level will prepare you for one of the many courses available at university including computing, software, engineering, business and computing or computing graphics, amongst others.

As computers are such an integral part of the workplace in contemporary society, people will A-level computing skills are in an extremely high demand. Amongst the many career possibilities that are available to you with A-level computing include computing, analysis, computer programming, animation and many more
Alternatively, there are a number of students that go into careers unrelated to computing but the skills they have gained at AS or A level computing are still utilised due to the increasing technological advances.

Students need to have completed a GCSE 9-1 OCR Computing course or equivalent examining body and have achieved at least a Grade 6 or above to be eligible for the rigours and demands of the course. Must be able to problem solve involving computational thinking concepts, work independently and collaboratively and possess analytical skills.
**CRIMINOLOGY**

*Why study criminology?*

Criminology is the scientific study of crime, criminal behaviour and the criminal justice system. Criminology is an increasingly popular subject for students who are interested in a career in criminal justice, or studying criminology at university. The subject explores why people commit crime, drawing on explanations from psychology and sociology, along with how society tackles crime through the law, policing and punishment. Students learn about different types of crime, how people’s perceptions of crime are shaped and how crimes are investigated.

*Course information*

As an Applied General qualification, each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose requires that learning be related to authentic case studies. The applied purpose will also allow students to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project-based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts

The diploma is made up of four units. Two are internally assessed and two are externally assessed and it is graded A*-E. It has the same UCAS points as an A Level subject.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Unit 1</th>
<th>Changing Awareness of crime</th>
<th>Internal controlled assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Unit 2</td>
<td>Criminological theories</td>
<td>External examination</td>
</tr>
<tr>
<td>Year 2</td>
<td>Unit 3</td>
<td>Crime scene to courtroom</td>
<td>Internal controlled assessment</td>
</tr>
<tr>
<td>Year 2</td>
<td>Unit 4</td>
<td>Crime and Punishment</td>
<td>External examination</td>
</tr>
</tbody>
</table>
What can studying criminology lead to?

The kinds of question addressed in Year 1:

* What different types of crime are there (e.g. white collar crime; hate crime)?
* Why do certain crimes go unreported, and what are the consequences of this?
* How does media shape public perceptions of crime?
* How do laws change from culture to culture or from one time period to another?
* What theories have been developed to try and explain why some people turn to crime?

The kinds of question addressed in Year 2:

* Which people are involved in investigating crime?
* What techniques are used to identify who has committed a crime?
* What is the process for prosecuting suspects?
* What types of punishment are there?
* Who is involved in the punishment of offenders?
* What is trying to be achieved by punishing offenders?
* Which agencies are involved in social control, and how effective are they?

This qualification will support access to degree courses such as;

- BSc/ BA Criminology
- BA Criminology and Criminal justice
- BSc Criminology and Psychology
- LLB Law and Criminology
- BA Criminology and Sociology
- BSc Psychology and Sociology
- BSc Criminology and Law

Alternatively, the qualification allows learners to gain the required understanding and skills to consider employment within some aspects of the criminal justice system, e.g. the National Probation service, the courts and tribunal service or the National Offender Management service.

Please note the following regarding the course, students will not be able to choose Criminology, Sociology and Psychology together in their options as this combination of subjects could reduce chances of getting into a Russell Group university. Places will be limited.
Exam Board: AQA

Entry Requirement:
It is useful to have taken Drama at GCSE level but not essential. It is important that you are interested in gaining a greater understanding of how theatre and plays work, and that you are keen to be involved with performances, as part of your course. Ideally you should have an active interest and extra-curricular involvement in the subject area.

DRAMA AND THEATRE STUDIES

What will I learn?

We want students to have an inspiring experience of A-level Drama and Theatre. This qualification emphasises practical creativity alongside research and theoretical understanding. You will extend your ability to create Drama and Theatre, either in a performing or production role. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances.

Is this subject right for me?

If you have previous interest in any aspect of the Performing Arts then this is the course for you. You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You may be keen on acting, writing or on the visual and technical side of the Theatre and wish to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see plays performed by different theatre companies.

What can I do after I’ve completed the course?

This AS and Advanced GCE can lead to further study in Drama, Theatre Studies and Performing Arts in Higher Education or HND level. It can be used as part of your course to broaden your studies and may lead on to a career in the performing Arts industry-options include, Crewing, Technical Theatre, Theatre in Education, Arts Education. Some students go on to study Journalism, TV production, Radio production and Acting for TV, Film and Radio and even careers in Law and Social Work.

Drama and Theatre Studies AS and Advanced GCE complements a range of subjects, particularly Psychology, Sociology and English. It is a course widely recognised by many of the leading universities as an excellent way of developing key, transferrable skills such as collaborative approaches, creative thinking, presentation skills and time management.

Component 1- Drama and Theatre (Written Exam)
Component 2- Creating Original Drama (Practical and Log Book)
Component 3- Making Theatre (Practical and Working Journal)
If the above facts interest you, then the study of Economics may be something that you wish to consider at A level. Economics not only looks to explain why these phenomena occur, but also attempts to solve them in the best interest of society.

**Organisation and Content of the Course**

At the heart of our course you will gain a real insight into the relevance of economics to the modern world; teaching is designed to engage you and facilitate an understanding of your role in society. The stimulating subject content will encourage you to develop your skills as independent learners, critical thinkers and decision-makers – all personal assets that can make you stand out as you progress to higher education and/or the workplace. No previous knowledge of Economics is required because the Lower Sixth year gives an overview of the whole range of economic theory and its application to current economic issues and problems.

**What can I do with this A Level?**

Economics combines well with most A Level subjects. You will find the subject useful for the majority of careers. Economics graduates earn the second highest salary of all university courses. Students who take this course go on to study not just Economics or finance/management related courses, but also Law, Engineering, Mathematics, History and a wide range of other subjects.

---

**Exam Board: OCR**

**Entry Requirements:**

To enrol upon the course a minimum of a level 5 in mathematics must be obtained, alongside meeting the other entry requirements for entry into Sixth Form.
ECONOMICS (CONTINUED)

Why study Economics?
As a respected academic subject, having an A Level in Economics means whatever you decide to do in the future, employers or universities will see that you have a range of important skills learnt through the subject. Understanding real world problems and the potential solutions also helps you to make the best decisions in the future. A Level results for 2016 were significantly above national average.

67% of students attained A* to B,

Course Structure
There are three examinations at the end of the A level course, focusing on microeconomics, macroeconomics and themes in economics, with the latter offering an exciting opportunity for learners to apply theories and concepts to up-to-date contexts and events. The teaching allows for students to gain AS or A Level accreditation.

What topics will I study?

- Government economic policy objectives – economic growth, unemployment, inflation, increased trade & income distribution
- Globalisation
- How competitive markets work
- Scarcity and choice
- Competition & market power
- Financial markets
- Inequality and the Environment
- Labour market

Extra-curricular activities

- Taster lectures at Warwick University
- Finance competitions
- Young Enterprise
- Fantasy stock market competition
- Work Experience

Exam Board: OCR

Specific Entry Requirements
To enrol upon the course a minimum of a level 5 in mathematics must be obtained, alongside meeting the other entry requirements for entry into Sixth Form.

For further details please contact Mr Hodgson:
p.hodgson@ksnadmin.ksn.org.uk
ENGLISH COMBINED

**English Language and Literature**

This course will deepen your knowledge and understanding of both language and literature and enrich your experience of English. You will discover the main linguistic and literary approaches and methods of study, and how these relate to each other in, for example, the integrated study of spoken and written, literary and non-literary, digital and non-digital texts. As well as preparing towards two examinations which require you to develop both critical and creative responses to a variety of texts, non-examination assessments will give you the opportunity to make integrated links between literary and non-literary texts of your own choice.

*Why study English Language and Literature?*

Many degree level courses in English now require integrated study of language and literature. As well as developing your knowledge of both linguistic and literary methods, the course will develop high level critical and close reading skills, enhancing your ability to analyse texts from a variety of perspectives. Your knowledge of the English language will be developed, as will your writing skills in a variety of critical, creative and re-casting and analytical commentary modes. This A level is highly valued in preparing you for a wide range of university degree courses and possible careers: if you are interested in business and marketing, publishing or journalism, for example, this would be a useful, relevant subject choice.

*You will be assessed by both examinations and NEA (coursework)*

**Paper 1**

“Telling Stories”: A three hour, “closed book” examination worth 40% of your overall assessment.

You will answer an essay-style question and compose and commentate on a piece of ‘re-cast’ writing based on the study of an anthology of written, spoken and mixed media texts about Paris.

You will answer questions on a novel you have studied for the ‘imagined worlds’ theme (eg. Margaret Atwood’s *The Handmaid’s Tale*) and on two poems by a modern poet you have studied (eg. Seamus Heaney).
**Exam Board:**

“New” specification (from September 2015)

**Entry Requirements**

To study this course you will need to have achieved a Grade 5 or better in both GCSE English Language and English Literature.

The English Department is staffed by a team of experienced specialists. We offer a range of support in addition to lessons: including theatre visits, conferences, literary trips and extensive additional study materials in the library and via the VLE. This provision contributes to the academic success our students attain.

---

**Paper 2**

“Exploring Conflict”: a two and a half hour “open book” examination worth 40% of your overall assessment.

One critical essay-style question is based on the study of the language of conflict on a drama set text (e.g. *Othello*).

One piece of ‘re-cast’ or ‘recreative writing’ based on the study of a set novel text based on the theme of conflict (e.g. Khaled Hosseini, *The Kite Runner*).

**Non-Exam Assessment (coursework)**

“Making Connections”: A 2,500-3,000-word independent investigation worth 20% of your overall assessment. You will explore a specific theme or technique of writing in literary and non-literary texts of your own choice.

*This is a ‘stand-alone’ combined language and literature course and cannot be studied alongside either of the two other English A levels*
You will be encouraged to develop your interest in and enjoyment of English through learning about its structures and its functions, its development and its variation. The course will allow you to develop your ability to express yourself in speech and writing for a variety of audiences and in both fiction and non-fiction genres.

**Why Study English Language?**

English Language is a well-established and widely respected A Level that will give you a good foundation for both university and future employment. It will develop your critical and analytical reading skills as well as improving your writing skills for a variety of audiences and purposes. It will also give you an insight into the way language works on a societal level. It is useful for law, teaching, journalism and business management.

You will be assessed by both examinations and NEA (coursework).

**PAPER 1**

Language, the Individual & Society 2 hour 30 minute exam (worth 40% of the A Level).

This paper explores a range of texts and child language acquisition.

**PAPER 2**

Language Diversity & Change 2 hour 30 minute exam (40% of the A Level)

This looks at how language is affected by gender, power, occupation, accents and dialects, different social groups and language change over time. You will also have to produce an article based on language topic and two articles provided in the examination paper.

**COURSEWORK**

Language in Action – word count 3,500 (20% of the A Level)

Students complete a language investigation on a topic they chose in conjunction with their teacher plus a piece of original writing that can be any genre: opinion articles, a short story, a piece of travel writing or any other piece of writing a student is interested in.
ENGLISH LITERATURE

The course will develop your interest and enjoyment of literature. You will read a variety of texts written across centuries by both male and female authors and covering a variety of genres. You will also learn about the influences on writers and how these affect their ideas and styles of writing as well as looking at critical responses to texts.

Why Study English Literature?

English Literature is a very well established and widely respected A Level that will give you an excellent foundation for many university or employment applications. It will develop your critical reading skills and your ability to analyse a text in detail. It will be useful for anyone interested in a business career, publishing and journalism. It is considered a facilitating subject and is looked on with very high regard by all universities, especially Russell Group ones.

You will be assessed by both examination and NEA (coursework)

PAPER 1

Literary Genres (closed book)
You will explore 3 texts in the genre of tragedy: Othello, Death of a Salesman and some poetry by Keats

Aspects of Tragedy – 2 hours 30 mins (40% of the A Level)

PAPER 2

Texts and Genres (open book)

Elements of Political and Social Protest – 3 hours (40% of the A Level)

1 unseen passage on the theme of social and political protest. We also study The Handmaid’s Tale, The Kite Runner and poetry by Blake

COURSEWORK

Theory and Independence

2 essays of 1250 – 1500 words each, one on a poetry text, one on a prose text, informed by study of the Critical Anthology.
FASHION & TEXTILES

We offer A-Level Fashion & Textiles through the WJEC Art: Textiles route. This follows on smoothly from GCSE Textiles, GCSE Design & Technology with a Textiles specialism or GCSE Art: Textiles.

This exciting course will thoroughly prepare students for further study and careers in this field. Students have the opportunity to investigate and explore the worlds of Fashion, Costume, Surface Design, Printed Textiles, Accessories, Installation and Interior Design; eventually choosing a route that suits them. Students are encouraged to take inspiration from many facets of life to inform creative and innovative designs for products that have a specific end use and target market. They will be able to work using a range of mixed media to hone their practical skills throughout the course, and will develop individualised approaches to the design process.

Course Structure

Year one of the course will consist of a series of small projects designed to develop technical skills and creativity. These projects will include the study of garment making, fabric manipulation, CAD, pattern development, shaping and colouring techniques, to name but a few. Towards the end of year one, we will begin preparation for the assessment tasks as outlined below:

Component 1 60% of A-Level 120 Marks
The Personal Investigation consists of two integrated constituent parts:
1. a major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance;
2. an extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

Component 2 40% of A-Level 80 Marks
The Externally Set Assignment consists of two parts:
Part 1: Preparatory study period. The externally set assignment materials will consist of a series of visual and written stimuli. One of the stimuli is to be selected by the learner and used as a starting point from which to elicit a personal response. Responses are developed during the preparatory study period.
Part 2: 15 hour period of sustained focus work. The resolution of learners’ ideas from the preparatory work must be completed during the designated 15 hours.

Exam Board: WJEC EDUQAS

A level Textiles offers the opportunity for talented students who can offer a combination of artistic, inventive and creative flair, the opportunity to express their ideas, technical knowledge and organisational skills. It is a multi faceted course which especially needs interest, enthusiasm and determination.

Entry requirements:
Generally, we expect Students to have achieved at least a Grade B or above in GSCE Textiles. However, we will consider all applications on their individual merit.
FASHION & TEXTILES (CONTINUED)

We will also be running a trip to Florence and Milan, giving our students a fantastic opportunity to experience the 'home of high fashion'.

Staff consistently keep up with innovation and changes within the industry so that we can keep students knowledge up to date, better preparing them for stepping into the world of fashion and textiles.

What next? Over the years, our students have gone on to degree courses in the fashion and design industry and many have moved into fantastic careers.

**COURSES INCLUDE:**
- Fashion Design
- Fashion: Business and Buying
- Fashion: Marketing and Merchandising
- Costume Design
- Textiles: Surface Design

Some of our past students have become:
- Footwear Designers
- Costume Designers
- Garment Technologists
- Fashion Buyers
- Jewellery Designers
- Fashion Merchandisers
- Textile Engineers

Sir Paul Smith with Kenilworth students after a lecture at the Creative Quarter

Entry requirements:
Generally, we expect Students to have achieved at least a Grade B or above in GSCE Textiles. However, we will consider all applications on their individual merit.
What will you study on the A-level course?

There are 8 components across Human and Physical Geography, which include a range of new and more in-depth topics. You will be expected to work hard at all times on this course. To succeed in Geography, you will research topics outside the classroom and conduct further reading to aid your understanding. You will need to keep up to date with case studies and over the 2 years will manage to develop a profound understanding of the world around you.

Course Structure:

Year 12 Physical Geography - Dynamic Landscapes which includes Tectonic Hazards and Coastal landscapes. You will strengthen and stretch your understanding of these topics, looking at greater depth at the theory and workings of the physical world around us.

Year 12 - Dynamic Places has a range of Human Geography topics within it, such as Globalisation and Urban Regeneration. This will allow you to begin to interpret the human changes that have taken place around the world.

Year 13 - Physical Systems and Sustainability is the third area of study and includes the study of the Water Cycle and Water Security, the Carbon Cycle and Energy Security. Perhaps newer ideas and topics than you will have previously studied, these consider the sustainability of the ways we use natural resources.

Year 13 - Human Systems and Geopolitics is the final human geography unit and examines issues such as the changing nature of power Superpower Geographies and Health, Human Rights and Intervention. Again new ideas and concepts considering the importance of different countries around the world and how this impacts the world we’re living in now.
Examinations:

There are three exam papers and one piece of coursework. Exam 1 focuses on the Physical Geography and is 2 hours long. It is worth 30% of the final grade. Exam 2 focuses on the Human Geography and is 2 hours long. It is worth 30% of the final grade. Exam 3 focuses on the Geography as a whole and draws together many of the ideas studied over the course. It is 1 hour 45 minutes long and is worth 20% of the final grade.

Cornwall Field Trip

What can I do with this A Level?

A Level Geography is useful and relevant for many careers such as:

Agriculture
Cartography and Surveying
Recreational Management
Estate Management
Town Planning
International Aid / development worker
Landscape Architect
Logistics and Distribution manager
Nature Conservation Officer
Tourism Planner
Teaching
Transport Manager
HISTORY

Why choose A-Level History?

Regardless of which History course you choose, all students learn a variety of key skills in History that will help them beyond Sixth Form Level, to University and beyond. An A Level in History will give develop analysis, argument and evaluation and other skills relevant to a number of different vocations. Students who study History can go on to study at University in a wide range of subjects from History itself to related areas such as Politics, Economics, Geography, Sociology or Philosophy. It also has links with vocational qualifications such as BTEC Higher National Certificates/ Diplomas in Media/ Journalism or in Travel and Tourism.

THE EARLY MODERN COURSE

Unit 1: England, 1509 – 1603 Authority, Nation and Religion (worth 30%)

This unit looks at the changes across England under the Tudor monarchs from Henry VIII to the death of Elizabeth I. Religion, power & the role of Parliament, causes and consequences of rebellion and cultural change are all covered. There is a depth study on the final years of the reign of Elizabeth I and how far the nation was in crisis.

Unit 2: Luther and the German Reformation 1515 – 1555 (worth 20%)

Unit 2 focuses on the development of the Protestant movement in Germany in the early to mid 16th century. Problems with the Catholic Church, the early role of Martin Luther, the development of a Lutheran movement and reasons for it’s survival are all studied. 50% of the course is assessed through source analysis and the other 50% from recall.

Unit 3: Lancastrians, Yorkists and Henry VII, 1399 – 1509 (worth 30%)

The final examined unit looks at the split between the royal houses of York and Lancaster. The deposition of Richard II, the reigns of monarchs from both houses, the Wars of the Roses and the successful reuniting under Henry Tudor are all covered.

Unit 4: Coursework – Tudor Controversy (worth 20%)

Exam Board: Edexcel

We recommend that students attain a Grade 6 at GCSE History for A Level study

Assessment in History

A combination of assessment techniques are used across the 2 years of study for both Early Modern and Modern courses in class.

Students taking the A Level from will cover all 4 units. 3 of these will be examined at the end of Year 13 with the coursework unit submitted by May of Year 13.
This is an academic piece of research into an area of historical debate. Students must identify and investigate an issue, assessing and evaluating the views of three historians and then develop their own view based on their understanding. The piece is 4000 words in length and completed to a university standard with lessons on how to undertake such a piece delivered first.

THE MODERN HISTORY COURSE

Unit 1: Russia, 1917 – 1991: From Lenin to Yeltsin (worth 30%)

The first examined unit looks at the history of Communism in the Soviet Union. The development of communist government, industrial and agricultural change, control of the population and the lives of people are all studied. The unit ends with a focus on the collapse of communism and the Soviet Union.

Unit 2: The German Democratic Republic, 1949 – 1990 (worth 20%)

Unit 2 of the Modern course focuses on the development and life of East Germany after World War Two. The development of the State with key events such as the Berlin Blockade and the construction of the Wall are covered as are social changes and the collapse of nation with reunification in 1990.

Unit 3: The British experience of Warfare, 1790 – 1918 (worth 30%)

The final examined unit in the Modern History course looks at the developments in warfare experienced by Britain from the Napoleonic Wars through to the end of World War One. The changing tactics, technology and attitudes to conflict are covered.

Unit 4: Coursework: Modern History Controversy (worth 20%)

This is an academic piece of research into an area of historical debate. Students must identify and investigate an issue, assessing and evaluating the views of three historians and then develop their own view based on their understanding. The piece is 4000 words in length and completed to a university standard with lessons on how to undertake such a piece delivered first.
Maths is one of the biggest facilitating subjects and it is essential for many higher education courses and careers. The course encourages students to see the links between different areas of maths and to apply their maths skills across a range of topics. It includes both theoretical mathematics and applied through statistics and mechanics.

In 2018, 90% of students achieved A* to C, with 51% achieving A* or A

**Course Structure**

This qualification is linear and students will sit their examinations at the end of the two-year course. They will sit three 2 hour papers; pure, pure with mechanics and pure with statistics. Students will need a graphical calculator, the use of which is permitted in all three papers.

**Overview of topics**

- Proof and mathematical communication
- Polynomials
- Binomial theorem
- Cartesian coordinate geometry
- Sequences and series
- Trigonometric functions
- Exponentials and logarithms
- Differentiation
- Integration
- Numerical methods
- Statistical sampling
- Data presentation and interpretation
- Probability and discrete random variables
- Statistical distributions
- Statistical hypothesis testing
- Applications of vectors
- Differential equations

Exam Board: AQA

Entry Requirements:

- You should enjoy Mathematics
- You should have a minimum of a Grade 6 in your Mathematics GCSE and a score of in excess of 40% in our diagnostic assessment (taken after the GCSE examinations)
- You should have strong algebra skills
- You should have studied quadratics, completing the square, higher trigonometry, vectors and factorising expressions such as $3x^2+7x+2$
Exam Board: AQA
Entry Requirements:
- You should enjoy Mathematics
- You should have a minimum of a Grade 6 in your Mathematics GCSE and a score of in excess of 40% in our diagnostic assessment (taken after the GCSE examinations)
- You should have strong algebra skills
- You should have studied quadratics, completing the square, higher trigonometry, vectors and factorising expressions such as $3x^2+7x+2$

Kinematics
Forces and Newton’s laws
Moments

Aims of the Course

Students are encouraged to:
- Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment.
- Develop their abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs.
- Extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems.
- Recognise how a situation may be represented mathematically and understand the relationship between ‘real world’ problems and mathematical models.
- Acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations.
- Develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general.

Extra-curricular activities

- Maths-in-Action at the University of Warwick
- UKMT Individual Senior Maths Challenge
- In-house Team Maths Challenge vs. the teachers
- Problem-solving classes at the University of Warwick
This course is highly regarded by Universities and some will consider reduced grade offers for Further Mathematics, reflecting the difficulty of the option. Some Universities require Further Mathematics to study Mathematics and it is especially useful for students wishing to study Mathematics, Mathematics related courses, Engineering or Sciences.

In 2018, 90% of students achieved A* to B, with 62% achieving A* or A

Course Structure

Students taking Maths with Further Mathematics will cover the entire Maths syllabus in year 1 and then the Further Mathematics syllabus in year 2. The Further Mathematics examination will consist of three 2-hour papers; two pure papers and one combined mechanics and statistics paper.

Overview of topics

- Further proof including by induction
- Complex numbers
- Matrices and matrix transformations
- Roots of polynomials
- Rational functions
- Polar coordinates
- Hyperbolic functions
- Further calculus
- Ellipses, parabolas and hyperbolas
- Maclaurin series and limits
- Poisson and continuous distributions
- Confidence intervals
- Chi-squared tests
- Work, energy and power
- Dimensional analysis
Exam Board: AQA

Entry Requirements:

You should thoroughly enjoy Mathematics

You should have a minimum of a Grade 8 in your Mathematics GCSE and a score of in excess of 70% in our diagnostic assessment (taken after the GCSE examinations)

You should have strong algebra skills

You should have studied quadratics, completing the square, higher trigonometry, vectors and factorising expressions such as $3x^2+7x+2$

---

Momentum and collisions
Circular motion
Centres of mass

This is in addition to studying all of the A2 Mathematics content in year 1

Aims of the Course

Students are encouraged to:

- Further develop their understanding of mathematics and mathematical processes in a way that deepens knowledge and nurtures a fascination for range of topics
- Further develop their abilities to reason logically and recognise incorrect reasoning, to generalise and to construct rigorous mathematical proofs.
- Further extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems, incorporating a broad range of areas
- Recognise how a situation may be represented mathematically and understand the relationship between ‘real world’ problems and mathematical models.
- Acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations.

Extra-curricular activities

- GE Energy, Power Conversion trip
- Senior Team Maths challenge (last year’s team were national finalists!)
- STEP Paper preparation at the University of Warwick
- Mathematical Olympiad for Girls
- University entrance interview practice
MODERN FOREIGN LANGUAGES

Why study a modern language at A level?
Languages are an invaluable skill to have. The benefits of studying a language are wide-ranging: from learning to communicate in fresh ways to having a window onto the culture of another country, from learning to express your views and listen to the views of others through the language that you are learning to studying its culture through a variety of modern media. By learning to manipulate a language to generate your own ideas and responses, you will broaden your own horizons and appreciate the variety that other languages offer.

Languages can be combined successfully with any other subject at A Level and degree level. It is classed as “a facilitating subject” and enables entry to ‘Russell Group’ universities. A language A level is highly valued in a number of careers: media, journalism, business, law and finance.

At A Level students study the language and socio-cultural aspects of life in French, German or Spanish speaking countries through a range of topics. The use of the target language is encouraged throughout and we expect students to engage in lively discussion. You will be asked to debate topics and take part in role play situations. Teachers will use up to date news and articles from magazines and newspapers in order to inform you about the different aspects of life in target language countries.

How is the Edexcel A level course organised?
There will be the opportunity to study AS alongside A level as the courses are fully co-teachable.

How is the course examined?

<table>
<thead>
<tr>
<th>AS level</th>
<th>A level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 – Listening, Reading and Translation</td>
<td>Paper 1 – Listening, Reading and Translation 40%</td>
</tr>
<tr>
<td>Paper 2 – Written response to Works</td>
<td>Paper 2 – Written response to Works and Translation 30%</td>
</tr>
<tr>
<td>Paper 3 – Speaking 30%</td>
<td>Paper 3 – Speaking 30%</td>
</tr>
</tbody>
</table>

What can I do with this qualification?
You could pursue your Language studies at university as your main subject choice or you could consider a dual honours degree with a Language. e.g. Law with French / Engineering with German / Business Studies with Spanish. With a background in a Western language you have the skills to embark on the study of an Eastern language ab initio eg. Chinese/Japanese/Arabic.

Many universities encourage students to complete Language modules to enhance their employment prospects. Modern Linguists are very employable: the Civil Service, local authorities and other public sector organisations, journalist organisations including the BBC, manufacturing and commercial companies, financial institutions, solicitors’ firms and publishing companies.
Exam Board: Edexcel

Further opportunities

French students are encouraged to undertake a work placement with a student travel organisation such as Halsbury

MODERN FOREIGN LANGUAGES (CONTINUED)

FRENCH is a language of literature, rich in philosophy and culture. It is an important global language spoken widely in North America, Africa and Asia and opens up huge possibilities in the world of business and finance.

![Map of France](image)

Year 12

Theme 1: Les changements dans la société française

Theme 1 is set in the context of France only. This theme covers social issues and trends.

- Les changements dans les structures familiales
- L’éducation
- Le monde du travail

Theme 2: La culture politique et artistique dans les pays francophones

Theme 2 is set in the context of francophone countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

- La musique
- Les médias
- Les festivals et les traditions

Study of a work – Intouchables (2011) – Oliver Nakache / Eric Toledano

Year 13

Theme 3: L’immigration et la société multiculturelle française

Theme 3 is set in the context of France only. This theme covers social issues and trends.

- L’impact positif de l’immigration sur la société française
- Répondre aux défis de l’immigration et l’intégration en France
- L’extrême droite

4: L’Occupation et la Résistance

Theme 4 is set in the context of France only. This theme covers political culture.

- La France occupée
- Le régime de Vichy
- La Résistance

Study of a work – Les petits enfants du siècle – Christiane Rochefort (1961)
GERMAN is an important language for communication in Europe, in particular for business as Germany continues to be Europe’s largest exporter and one of Britain’s biggest traders. The ability to read German publications is also an advantage for scientists: 40% of scientists in the USA recommend their students to learn German. A recent report in “The Telegraph” (September 2016) cited German as the most useful foreign language to learn, as the highest proportion of UK Companies want to hire employees who know their “umlauts from eszetts”!!

YEAR 12 CONTENT
Theme 1: The developing society in Germany
Theme 1 is set in the context of Germany only. This theme covers social issues and trends.
- Nature and environment (Natur und Umwelt)
- Education (Bildung)
- The world of work (Die Welt der Arbeit)

Theme 2: Political and artistic culture in the German speaking countries
Theme 2 is set in the context of German-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).
- Music (Musik)
- The media (Die Medien)
- The role of festivals and traditions (Die Rolle von Festen und Traditionen)

Study of a work: Film “Das Leben der Anderen”

YEAR 13 CONTENT
Theme 3: Immigration und the German multicultural society
Theme 3 is set in the context of Germany only. This theme covers social issues and trends.
- The positive effect of immigration (Die positive Auswirkung von Immigration)
- The challenges of immigration and integration (Die Herausforderungen von Immigration und Integration)
- The reaction of state and society to immigration (Die staatliche und soziale Reaktion zur Immigration)

Theme 4: Die Wiedervereinigung Deutschlands
Theme 4 is set in the context of Germany only. This theme covers political culture.
- East German society before the re-unification (Die Gesellschaft in der DDR vor der Wiedervereinigung)
- Events before the re-unification (Ereignisse vor der Wiedervereinigung)
- Germany since the re-unification (Deutschland seit der Wiedervereinigung)

Study of a work: Play “Der Besuch der alten Dame” by F. Dürrenmatt
MODERN FOREIGN LANGUAGES (CONTINUED)

SPANISH is widely spoken throughout the world and thus offers many opportunities in the business and finance world. Recent social and cultural revolutions and evolution within Spain mean that it is a constantly changing and challenging country to study. Spanish is spoken widely in South America and the Spanish speaking countries are exciting and culturally diverse.

YEAR 12 CONTENT
Theme 1: La evolución de la sociedad española

Theme 1 is set in the context of Spain only.
• El cambio en la estructura familiar
• El mundo laboral
• El impacto turístico en España

Theme 2: La cultura política y artística en el mundo de habla española

Theme 2 is set in the context of Spanish-speaking countries and communities.
• La música
• Los medios de comunicación
• Los festivales y las tradiciones

Study of a work: FILM: Laberinto del Fauno by Guillermo del Toro

YEAR 13 CONTENT
Theme 3: La inmigración y la sociedad multicultural española

Theme 3 is set in the context of Spain only.
• La inmigración históricamente y contemporáneamente
• La integración y el multiculturalismo

Theme 4: La dictadura franquista y la transición a la democracia

Theme 4 is set in the context of Spain only.
• La dictadura franquista
• El paso de la dictadura a la democracia

Study of a work: PLAY: La casa de Bernarda Alba
The aims of the course are:

- To promote an enjoyment of and an interest in music as a performer, as a composer and as an audience member.
- To extend the skills, knowledge and understanding needed to communicate through music.
- To encourage the appreciation of social, historical and cultural influences in music.
- To develop imagination, creativity, individual and ensemble skills.

Music A Level

Exam Board - Eduqas
In A Level Music, there are 2 options for students regarding Component 1 - Performing and Component 2 - Composing. Students must choose either Option A in Components 1 and 2 OR Option B in Components 1 and 2

Component 1 – Performing

Option A: A balanced performance of between 10-12 minutes in duration. 35%
Option B: A balanced performance of between 6-8 minutes in duration. 25%
We will be visited in the March – April of the year of examination by an Eduqas external examiner.

Component 2 – Composing

Option A: Two compositions of 4-6 minutes in duration. One of the compositions will be in response to an exam board set brief. 25%
Option B: Three compositions of 8-10 minutes in duration. One composition must be in the Western Classical Tradition, one in response to an exam board set brief and the final composition will be in a student chosen genre. 35%
This element is externally assessed by Eduqas.

Component 3 – Listening and Appraising 40%

The 2 hour 15 minute listening exam tests student on their musical knowledge of the Areas of Study. There are 3 Areas of Study.

Exam Board: Eduqas

Entry Requirement:

- GCSE in Music at grade 6 or above.
- Grade 5+ on any instrument/voice.
- A good use of English language and analytical skills.
- Good self-motivation and organisational skills to cope with coursework.
- Involvement with extra-curricular
MUSIC (CONTINUED)

Area of Study - Western Classical Music (1750-1900). This Area of Study has a detailed, associated set work. This is Haydn Symphony 104 in D Major, ‘London’. We also study the development of the symphony from its emergence in the early classical period to the close of the romantic period. Students will gain an understanding of how the symphonic genre developed using a number of examples from different composers and different periods.

Area of Study - Musical Theatre is where we study the repertoire of several major musical theatre composers (Lloyd-Webber, Schwartz, Sondheim, Bernstein, Rogers and Schonberg). Whilst there are no set works for this area of study, students will develop their knowledge of musical theatre features, how musical theatre has developed over time as well as the relationships between songs and music.

Area of Study – Into the Twentieth Century is where learners will study the works of representative European composers from the period as a basis for understanding how music is created, developed and performed for different audiences in the late nineteenth an early twentieth centuries. The development of music in this period is categorised into successive but overlapping ‘schools’ of composition – Impressionism; Expressionism; and Neo-classicism.

There are two setworks associated with this Area of Study and these are

Trio for Oboe, Bassoon and Piano, Movement II: Poulenc
Three Nocturnes, Number 1, Nuages: Debussy.

♫ There are 4 questions in the listening exam.
♫ Question A is a set work analysis question
♫ Question B is an extended (written) response
♫ Question C is general listening (unprepared extracts)
♫ Question D is a comparison exercise
MUSIC TECHNOLOGY – BTEC NATIONAL IN SOUND ENGINEERING

Exam Board: Pearson

Entry Requirements:

- It is advisable to hold a GCSE in Music at 6 or above.
- If this was not taken as an option at KS4, there should be evidence of good knowledge and understanding of Music and Music Technology, for example: Grade 5+ on any instrument/voice, or involvement with extra-curricular groups/tech crew.
- In addition, you should have good GCSEs in English, Maths, and Science (particularly Physics), ideally at 6 or above.
- A good use of English language and analytical skills.
- Excellent self-motivation and organisational skills to cope with coursework.

BTEC Level 3 National Extended Certificate in Sound Engineering. This qualification is equivalent to one A level, and carries the same weighting, UCAS points, and value.

Sound engineering is part of the creative and music industries. These are global industries that outgrew the rest of the economy, generating £84.1 billion of value for the country during 2014. Approximately 1.8 million people are employed in creative industries occupations in the UK, of which sound engineering plays an important part. Sound engineering skills are required in diverse areas of the industry, from chart-topping audio recordings to live performances and television shows.

What does the qualification cover?
The BTEC National is divided into mandatory units, and optional units. These are either internally or externally assessed.

There are two mandatory units, which cover the following aspects of sound engineering:
- studio recording techniques (internally assessed)
- digital audio workstation (DAW) production (externally assessed)

You will be able to add three optional units, from a choice of four, to the mandatory content. All optional units are internally assessed.

The optional units cover areas such as:
- live sound
- mixing and mastering techniques
- studio design and acoustics
- working and developing as a production team.

While taking this qualification, you will be required to engage with sector employers as part of your course, where you will be given opportunities to develop practical skills in preparation for employment.

What could this qualification lead to?
This BTEC is a valuable qualification for those looking to work in any sector involving performing arts, music, drama, theatre, mathematics, or physics, and the skills and knowledge gained on this course can be used in a wide range of careers.
MUSIC TECHNOLOGY (CONTINUED)

This qualification will also prepare you for direct employment in the sound engineering sector, and is suitable if you wish to work in entry level roles such as:

- live music assistant
- assistant sound engineer
- audio-visual technician/broadcast assistant.

Will the qualification lead to further learning?
There are many roles in this sector where recruitment is at graduate level. The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements to many relevant courses.

The qualification is a good complimentary option alongside other subjects such as, Music, Theatre Studies, Drama, Physics, Mathematics, and Media Studies, and would be suitable for entry into any of these degrees, or related subject areas such as:

- BA (Hons) Music
- BA (Hons) Drama
- BSc (Hons) Mathematics
- BSc (Hons) Physics
- BEng (Hons) Acoustical Engineering

This course offers a counter-balance for some of the heavier academic subjects, whilst still providing a valuable and rigorous qualification. For example, if taken alongside A levels in Mathematics and Physics, it could lead to a more specialised degree such as:

- BSc (Hons) in Sound Engineering and Production
- BSc (Hons) in Live Sound Technology
- BEng (Hons) in Audio Acoustics.

You may also progress to a higher or degree apprenticeship. You should always check the entry requirements for degree programmes at specific higher education providers.
**PHYSICAL EDUCATION**

*Is this course for me?*

Do you have a high level of enthusiasm for sport in all its forms? Have you got a sound understanding of the theory aspects from GCSE PE/BTEC Sport? If so, this could be the course for you. This is a demanding course and a lot more time will be spent on theory aspects than the practical ones.

*What else do I need to know?*

Unlike GCSE/BTEC Sport, this course is mainly theory based. However you will be assessed in one practical sport (70% theory; 30% practical) for which you do have the option of performing or coaching.

*Where could it lead?*

The PE subject could lead you towards numerous University courses, including: Sports Studies, Sports Science, PE teacher training, Leisure Studies, Sports Management, Strength and Conditioning, Exercise and Health, Nutrition, Sports Rehabilitation and Physiotherapy. In addition, A level PE is now well regarded as an A level subject when applying to courses in different fields of study. It will also help to gain employment in most sporting sectors such as: Sports Coaching, PE teacher training, Physiotherapy, Personal training, Sports Psychologist, lecturer, Sports Management and Sporting Events.

*How is the course organised?*

The course in intended for students who are both physically able and who have a strong desire to study in Physical Education.

**Exam Board:** OCR

**Entry requirements:**

To enrol upon the course a minimum of level 6 in GCSE PE must be obtained. If GCSE PE has not been studied a level 6 in Biology must be obtained.

Participation in one of the sports from the specification outside of school would be ideal.
**How is this course structured?**

<table>
<thead>
<tr>
<th>Unit Content</th>
<th>Unit Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component 1:</strong> Physiological Factors Affecting Performance</td>
<td>This section makes up 30% of the overall A Level.</td>
</tr>
<tr>
<td></td>
<td>It is worth 90 marks from a 1 hour written paper which includes:</td>
</tr>
<tr>
<td></td>
<td>• Applied anatomy and physiology</td>
</tr>
<tr>
<td></td>
<td>• Exercised physiology</td>
</tr>
<tr>
<td></td>
<td>• Biomechanics</td>
</tr>
<tr>
<td><strong>Component 2:</strong> Psychological Factors Affecting Performance</td>
<td>This section makes up 20% of the overall A Level.</td>
</tr>
<tr>
<td></td>
<td>It is worth 60 marks from a 1 hour written paper which includes:</td>
</tr>
<tr>
<td></td>
<td>• Skill Acquisition</td>
</tr>
<tr>
<td></td>
<td>• Sports psychology</td>
</tr>
<tr>
<td><strong>Component 3:</strong> Socio-Cultural Issues in Physical Activity</td>
<td>This section makes up 20% of the overall A Level.</td>
</tr>
<tr>
<td>and Sport</td>
<td>It is worth 60 marks from a 1 hour written paper which includes:</td>
</tr>
<tr>
<td></td>
<td>• Sport and society</td>
</tr>
<tr>
<td></td>
<td>• Contemporary issues in physical activity and sport</td>
</tr>
<tr>
<td><strong>Component 4:</strong> Performance in Physical Education</td>
<td>This section makes up 30% of the overall A Level.</td>
</tr>
<tr>
<td></td>
<td>It is worth 60 marks from a non-exam assessment:</td>
</tr>
<tr>
<td></td>
<td>Performance or coaching of an activity</td>
</tr>
<tr>
<td></td>
<td>Oral assessment: Evaluation and analysis of performance for improvement</td>
</tr>
</tbody>
</table>

**Exam Board:** OCR

**Entry requirements:**

It is essential that you consider yourself as an ‘academic’ physical educationalist, with a keen interest in the academic work as well as the practical.
If you have an inquisitive mind and would like to discover and understand more about the physical world around you then Physics could be the subject for you.

Physics deals with profound questions about the nature of the Universe and with some of the most important, practical, environmental and technological issues of our time. Physics is concerned with observing natural phenomena and man-made systems, trying to understand them and predict what might happen in new and unknown situations.

It is a very broad subject and therefore develops skills that are useful outside Physics, e.g. practical and mathematical problem solving, the ability to reason clearly and communicate complex ideas. As well as classical Physics, more modern ideas such as cosmology, medical and nuclear Physics are also studied. The wide range of skills acquired by studying A level Physics mean many career paths are possible including engineering, IT, medicine, finance and of course, rocket scientist!

Physics A Level is split into six teaching modules as shown below:

- 1 Development of practical skills
- 2 Foundations of Physics
- 3 Forces and Motion
- 4 Electrons, Waves and Photons
- 5 Newtonian World & Astrophysics
- 6 Particles and Medical Physics

This is a two year course and at the end of Year 13 there are three written papers that assess all of the six modules listed above.

There is no coursework that contributes to the A Level Physics grade but there is a non-examined practical assessment that is reported separately. Knowledge of investigative techniques will be tested in the written exams.
Politics is always in the news and influences what we do in our everyday lives. In Year 12, we focus on UK Political systems such as Parliament. We attend workshops in the Palace of Westminster and visit the Supreme Court to help students understand how Parliament works.

In Year 13 students study more global political ideologies, in particular, American political systems and how they compare with UK systems. Students learn how to sharpen their analytical skills which will be valuable in many different professions.

Component 1: UK Politics and Core Political Ideas
- Democracy, Political Parties, Electoral Systems and the Media,
- Conservatism, Liberalism and Socialism.

Component 2: UK Government and Optional Political Ideas
- The Constitution, Parliament and the Prime Minister
- Students will answer one question from: Anarchism
  - Ecologism
  - Feminism
  - Multiculturism and Nationalism

Component 3: Comparative Politics
**PRODUCT DESIGN 3D**

**Introduction A Level Product Design**

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries.

They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing products of their choice. It is important to note that practical work is only one element of this DESIGN course.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

*This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment (NEA) at the end of the course.*

**What's assessed  Paper 1**

Core technical principles and core designing and making principles.

**How it's assessed**
- Written exam: 2 hours
- 100 marks
- 25% of A-level

**Questions**
Mixture of short answer, multiple choice and extended response.

**What's assessed  Paper 2**

Specialist knowledge, technical and designing and making principles.

**How it's assessed**
- Written exam: 2 hours
- 25% of A-level

**Questions**
Mixture of short answer, multiple choice and extended response questions.

**Section A:**
- Product Analysis.
- Up to 6 short answer questions based on visual stimulus of product(s).

**Section B:**
- Commercial manufacture.
- Mixture of short and extended response questions

**What's assessed Non-exam assessment (NEA)**

Practical application of technical principles, designing and making principles and specialist knowledge

**How it's assessed**
- Substantial design and make task

---

**Exam Board: AQA**

**Entry requirements:**
You will need to have studied one of the following areas in order to take this A Level course:

- Product Design
- Resistant Materials
- Graphic Products
- Electronic Products
- Engineering
PRODUCT DESIGN 3D (CONTINUED)

- 45 hours
- 100 marks
- 50% of A-level

Evidence

Written or digital design portfolio and photographic evidence of final prototype.

In order to keep in touch with the commercial world and to develop your understanding of design you will take part in numerous manufacturing and exhibition visits, such as: V & A Museum (London), Design Museum (London), BMW Mini (Oxford) and NP Aerospace (Coventry).

Example of freehand sketching for an architectural model project (NEA).

Architectural model as a finished product for the non-exam assessment (NEA)
Where will success take me?

3D design could take you into a variety of exciting career paths such as:

Extracts from Coursework:
What is Psychology?

Many people, when they hear the word Psychology, think of mental disorder and abnormal behaviour. Psychologists, however, are not only concerned with extremes of behaviour. Many psychologists investigate very ordinary everyday behaviour such as child rearing, memory, relationships and gender. Psychology can be defined as the systematic study of human behaviour and experience. It aims to describe, explain, predict and modify behaviour. It is a fascinating subject because it is about ordinary people and ‘what makes them tick’.

A Level Psychology

Students will study the majority of units 1 and 2 in their first year in the Sixth Form and these units are designed to establish foundation knowledge in Psychology. In their second year students will study some additional areas related to units 1 and 2 as well as examining some more specialised areas. Year 2 topics are shown in blue

Unit 1:

- Social Psychology (Social Influence) - includes obedience, conformity and independent behaviour.
- Memory – includes models of memory, types of memory, forgetting and eyewitness testimony.
- Developmental Psychology (Attachments) – includes types of attachments, types of caregiver-infant interaction, studies of orphans, and the effects of early attachment on adult relationships
- Abnormality (Psychopathology) – includes definitions of abnormality, the biological, cognitive and behavioural approaches to abnormality, and the characteristics of OCD, phobias and depression.
PSYCHOLOGY (CONTINUED)

Unit 2:-

- Approaches – includes the learning, cognitive and biological approaches. The Humanistic and Psychodynamic approaches
- Biopsychology – includes the nervous system, neurones, the endocrine system and the fight or flight reaction. Brain functions, techniques for the study of the brain and biological rhythms.
- Research Methods – includes quantitative and qualitative research methods, research design and implementation, and data analysis. Reliability & Validity, the scientific method and report writing in research.

Unit 3:-

- Issues and debates in Psychology
- Relationships
- Schizophrenia
- Aggression

Exam Board: AQA

Entry Requirements

Entry requirements are currently the same as the standard requirements necessary to join the Sixth Form. However, a good standard in Mathematics and English Language are desirable.
**RELIGIOUS STUDIES**

*Exam Board: OCR*

*All papers are assessed through examinations*

Religious Studies provides an opportunity to: think, discuss, reflect, evaluate and understand your own views, ideas and opinions and those of others

---

**Why study Religious Studies?**

Religious Studies offer you an interesting and intellectually challenging A Level. It helps develop understanding of spiritual, moral, ethical, social and cultural issues. Religious Studies develops a variety of skills, including those of discussion and debate. The valuable skills of logical argument and critical evaluation are also developed and can be transferred to other areas of study. Religious Studies is a useful stepping stone to many careers where it helps to understand what people believe and how it affects their lives. For example medicine, social work, law, the armed services, police force, journalism, teaching and many more.

**What will you Study?**

The course is broken down into 3 exams:

**Philosophy of religion:**
- ancient philosophical influences
- arguments about the existence or non-existence of God
- the nature and impact of religious experience
- the challenge to religious belief from the problem of evil
- the nature of the soul, mind and body
- ideas about the nature of God*
- issues in religious language*

**Religion and ethics:**
- religious ethical theories: Natural Law & Situation Ethics
- secular ethical theories: Utilitarianism & The Categorical Imperative
- the application of ethical theory to two contemporary issues of importance (euthanasia and business ethics)
- ethical language and thought*
- debates around the conscience*
- sexual ethics and its influence on ethical thought/ developments in religious belief*

**Developments in religious thought:**
- the person of Jesus Christ
- sources of authority for Christians
- Augustine’s teachings on human nature
- Bonhoeffer and moral action
- Christian teachings on death and the afterlife
- knowledge of God’s existence
- religion and society*
- practices which shape religious thought and tradition*
- significant historical and social developments in theology and religious thought*

*second year of study

**How will I be assessed:**

- There are three 2 hour exams at the end of Year 13
SOCIOMETRY

What is Sociology? At its simplest Sociology can be defined as the study of human society and social behaviour. The majority of us live in family groups, experience school from an early age, use the media and have knowledge of parts of a wider community so we are familiar with some of the subject areas which are the concern of the sociologist. August 2011 saw major riots in English cities. The sociologist is challenged to explain such events and provide answers to questions such as: who was involved, how did society react, did the media fuel the riots and how can similar behaviour be prevented? In order to appreciate the nature of society and to understand human behaviour, we need to acquire sociological knowledge and develop the specialist skills of sociological enquiry.

Course Content

- Family and Households
- Education
- Research Methods
- Crime and Deviance
- Sociological Theory
- The Media

The A Level consists of 3 exams which each last for 2 hours:

- Paper 1 Sociology of Education, Sociological Theory and Research Methods
- Paper 2 Family and Households, The Media
- Paper 3 Crime and Deviance, Theory and Methods

Each exam is worth one third of the A Level marks.
Family and Households
This topic examines the changing role of the family and includes topics such as the impact of feminism, and whether children are allowed to be children in today’s society.

Education
This topic examines possible explanations of achievement in schools in relation to social class, gender and ethnicity. We also consider how our ability and teachers’ expectations impact on achievement.

Social Research Methods
In addition students will consider a range of social research methods. For example when studying the summer riots researchers might choose to interview participants, to study crime statistics or even to do undercover research.

The Media
This topic examines the significance of new media on our society, the relationship between the media, content and audiences. It also considers how the media represents different groups in society.

Crime and Deviance
Much of the time is spent on the fascinating study of crime, looking at contrasting explanations of why different types of crime occur, among juveniles, the wealthy, women and so on. Students are encouraged to link their sociological knowledge to topical events. For example they will assess the ways in which media influences may have led to further rioting in 2011. We look at topical issues such as whether the recent Volkswagen scandal is an example of corporate crime.

Sociological Theory
Includes approaches such as feminism and Marxism.

Students will not be required to complete coursework.

Why Study Sociology?

- It is a constant intellectual challenge and demands a mature, critical approach.
- It helps students to develop analytical skills.
- It enables students to develop the key skill of communication.
- Sociology is relevant to most other subject areas.
- Sociology has relevance for many careers, eg. media and journalism, law, medical and social welfare, advertising, teaching, human resources, management, a career in the police force etc.
- Sociology brings about a personal but objective awareness of the world of others and of self.
- The Sociology Department is well established and very successful.
HOW TO FIND US

CONTACT DETAILS:

Kenilworth Sixth Form
Rouncil Lane
Kenilworth
Warwickshire. CV8 1FN

Tel: 01926 513655  Fax: 01926 513650
Email: m.milton@ksnadmin.ksn.org.uk
Web: http://www.ksn.org.uk