Welcome

I'm very happy you're reading this prospectus.

It means you are at a very exciting time in your education. Post-16 learning is a whole new experience of different courses, new people, and ways of working. Finding out about what is on offer, and deciding just what it is that captures your interests, can be a lengthy process. Take your time, talk and listen to as many people as possible, and I am sure you will make good choices. Should you choose to come to Kennicott, and I sincerely hope you do, you'll be part of a really special, articulate group of students. You'll work alongside great teachers who will drive you to achieve your goals, and then some! And you'll be part of the wider KEVICC community of students that makes us such a great place to learn. Kennicott students go on to amazing things, and they regularly come back to tell us all about it, and share fond memories of their time here. I hope you will too.

Alan Salt
Principal

Kennicott Sixth Form Centre is a very special place to learn. The wonderful setting of Kennicott House is the hub of our thriving Sixth Form. Our students are at the centre of everything that we do; they are our greatest asset. We are committed to delivering the best learning, support and guidance for our young people during their time here. We are proud of the progress that students make at Kennicott. They succeed and thrive because we inspire and challenge them, and because we understand the need to find the right course of study for every individual. We pride ourselves on offering students the advice, support and guidance that they need to make the most of their talents and abilities so that they can fulfil their aspirations. Our expectations are high; we strive continuously to ensure that the student experience at Kennicott is second to none. We work hard for our students, and we expect them to take ownership of their learning. Here at Kennicott, students join a distinctly adult, yet caring, community. We listen carefully to our students so that, together, we can create an environment in which every student can excel. Relationships between staff and students are excellent, characterised by respect, responsibility and mutual excitement in learning. We are delighted that you are considering joining us at Kennicott.

Amy Withers
Head of Sixth Form

Studying at Kennicott

At Kennicott we understand the importance of **building on students' prior learning** and experience, as well as pointing them towards new opportunities and guiding them in new directions. Above all, we know how important it is that students receive informed guidance about their Study Programme, their future plans, and help to stay on-track.

• We offer a comprehensive **transition programme** from Key Stage 4 to Key Stage 5. Whether you join us from KEVICC or from another school or college you will receive **one-to-one advice and support to help you** to choose courses that are right for you. We want our students to love learning with us and to lay the foundations for future success. At Kennicott, students join a **caring community** where life-changing relationships and challenging learning combine to create success.

> "Students in the sixth form follow a bespoke curriculum that also incorporates students' requested topics such as personal finance for independent living. (Ofsted 2025)"

A new way of working

On joining the Sixth Form, students enjoy a very different learning experience than they have had before:

• learning and relationships with staff are based on mutual respect and demand a certain level of maturity

• **smaller group sizes** foster closer learning partnerships, where students are expected to be actively involved in their studies, challenge their own and others' thinking and take greater responsibility for their learning and progress.

Life in the Sixth Form is very different from Year 11 You will have more freedom to determine your own Study Programme. As a Sixth Former, you will be required to show initiative. You will be stretched and challenged, both in and out of the classroom, and expected to express your views in ways that might be new to you. Above all, you will be expected to be resilient

Teaching and Learning

"Studying at Kennicott was very different from being in the main school. I felt that we were given much more freedom which, in turn, enabled me to become a much more individual thinker and increased my confidence dramatically. I especially liked the community you build whilst at Kennicott with both the students and teachers. My experience at the Sixth Form is one that I will never forget and I am so grateful for everyone's continuous support over my two years there. I am currently studying English at the University of Exeter and it has already been such a great experience"

Former Kennicott Student

All of the courses on offer at Kennicott are delivered by subject specialists who are experienced in delivering A Level and Level 3 courses. Teachers know their students well and are fully invested in their success as learners. The energy, enthusiasm and commitment of our Sixth Form teaching team is palpable, and students tell us that this is what makes Kennicott such a special place to learn.

Student Leadership

Kennicott students are the most senior in the College and are role models for the younger members of our community. Your Sixth Form years are a time for taking on increased responsibility: not just for yourself but towards others. As a Sixth Former, you play a leading role in the College community. We have very high expectations of our students and we will help you to meet those expectations and we are committed to:

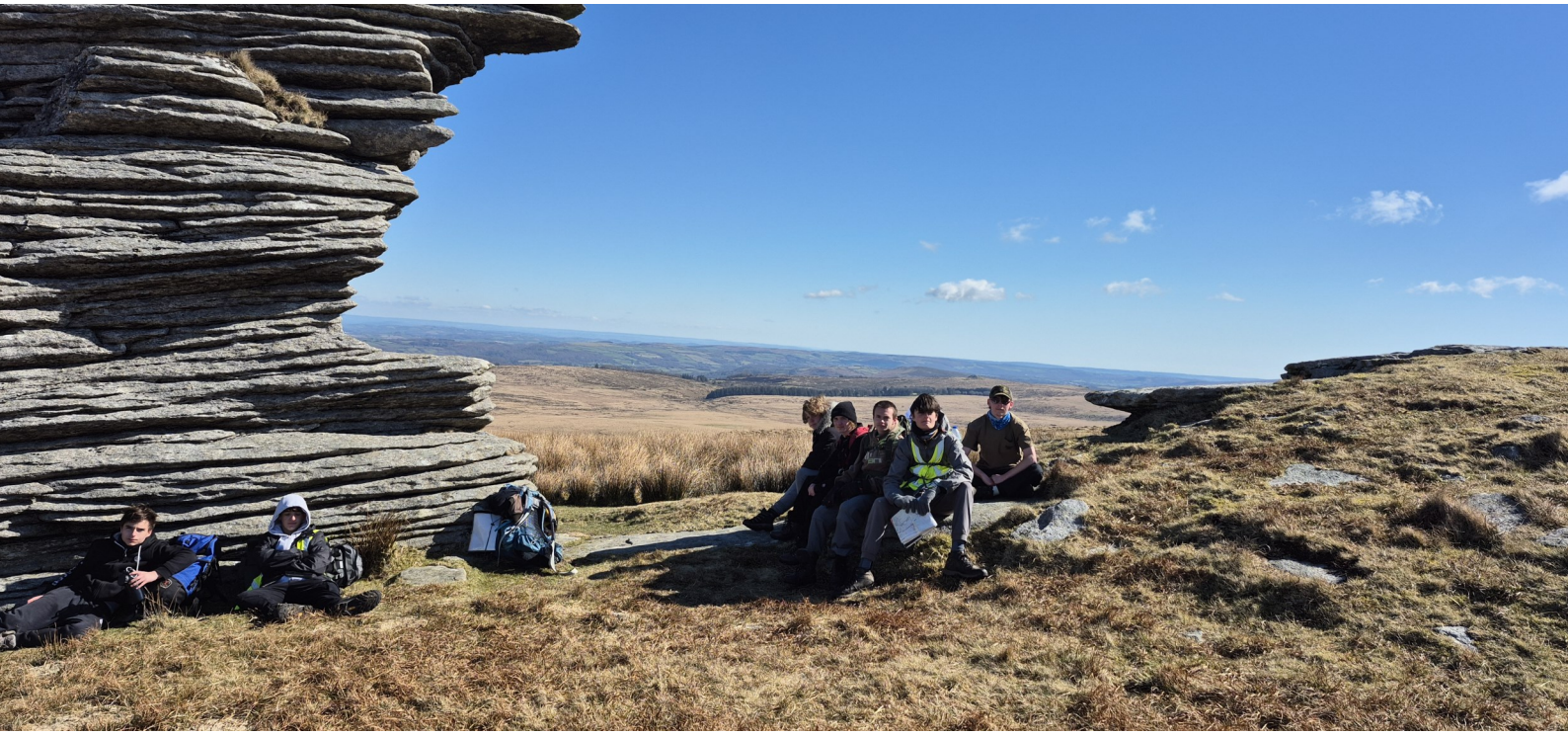
• working with you to track your progress towards ambitious targets and provide learning opportunities, advice and guidance to help you meet those targets

• helping you to decide what you want to do after the Sixth Form and work with you to make sure that you have the right qualifications and experience

• creating a purposeful, friendly, adult environment in which you are expected to develop a sense of independence and take responsibility for your own success

• helping you to develop independent learning skills and encouraging you to be a leader in , with a range of opportunities to develop and practise leadership within the college community and the wider community of Totnes

Sixth Form students working with Operation Wallacea in Madagascar, 2024



Enrichment

Kennicott offers so much more than a standard Post 16 curriculum. We strongly encourage and support all our post 16 learners to make the most of the wide range of enrichment opportunities available to them so that they can enjoy their time with us and demonstrate evidence of their wider interests and transferable skills.

The enrichment programme at Kennicott is very much student-led. If you are interested in running a club, organisation or activity, you can do it! Our well-establish extra curriculars include a running group for all levels, craft club, volleyball, football and badminton.

Our budding writers and journalists can be involved in the production **of The Advocate Magazine**, which is written, edited and produced entirely by Sixth Form students. This offers a unique opportunity for students to have work published and read by a wide audience, and to raise the profile of topics and issues that are important to them. Enabling young people to have a voice, advocate their views and ideas and feel listened to, is an important aspect of our ethos at Kennicott.

In addition, students are encouraged to take part in accredited award schemes, such as the Duke of Edinburgh Award, National Citizendship Service and Ten Tors. A biennial expedition to Madagascar offers students the opportunity to be involved in an important conservation project, taking part in ecological research on the islands.

Many sixth form students rise to the challenge of acting as role models for the younger pupils and use their final years in College to excel in their areas of strength, whether this be leading in the school production, choreographing dance performances or acting as sports leaders. We have a rich cultural life at the College that is enjoyed and sustained through the involvement of our sixth form students. Academic and personal mentoring programmes lead by sixth form students provide our learners the chance to make a real difference to the life-chances and aspirations of younger learners.

Student outcomes

In 2025, our Year 13 students celebrated an exceptional set of exam results. 53% of grades were A*-B grades, and the A Level pass rate was 99%. Overall, students exceeded their target grades, which is an incredible achievement. Staff, students and families worked hard together to support our young people in fulfilling their potential.

Behind each set of student outcomes is a story; our students have risen to the occasion, overcome challenges and worked with tenacity and resilience. We support each and every student through their sixth form journey, and celebrate every success with pride.

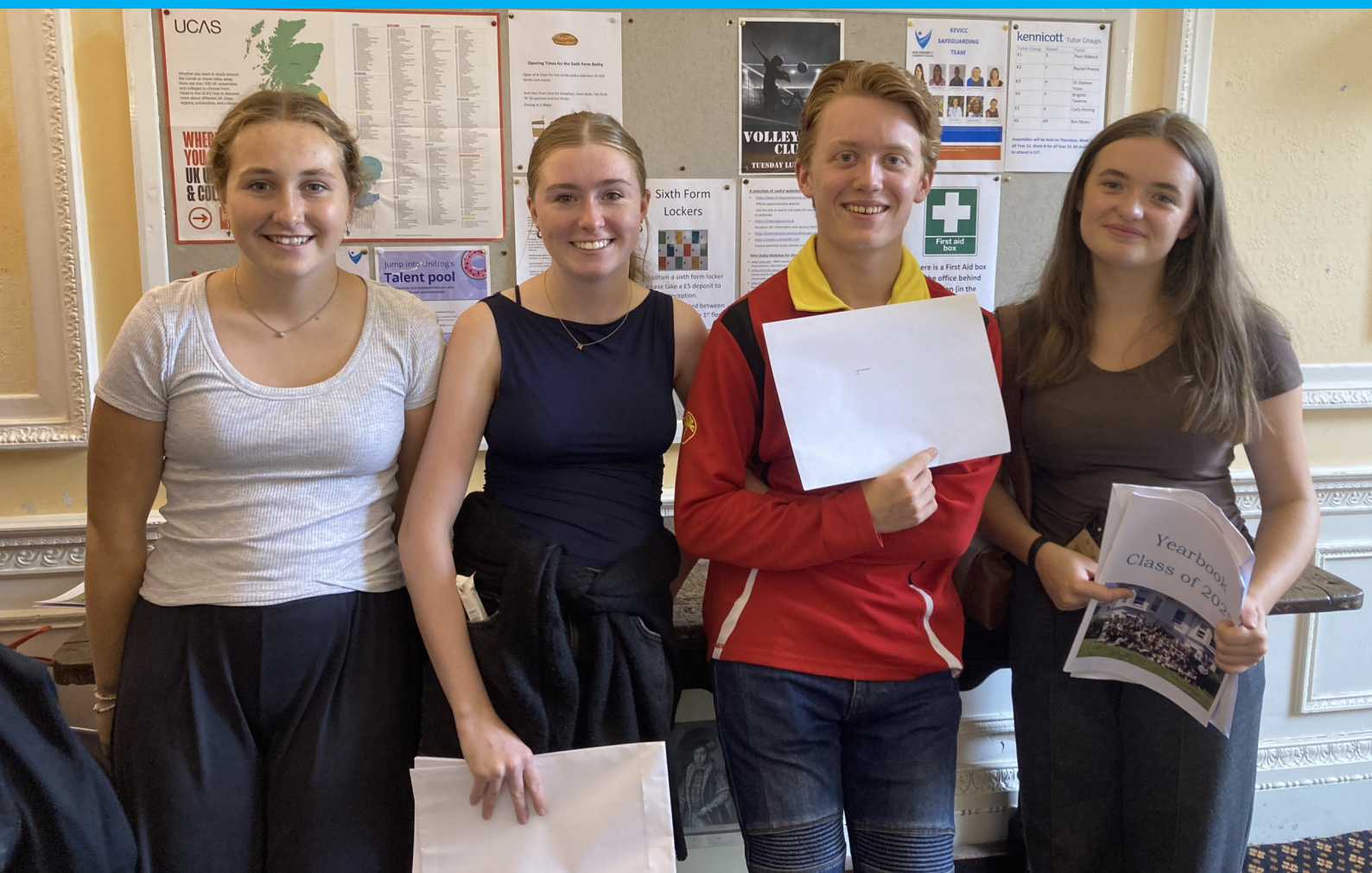
Daisy Johnson will be heading to the University of Cambridge, to study Natural Sciences and achieved A* grades in Biology, Chemistry and Mathematics as well as an A grade in Further Maths and EPQ

Anna Jones will be studying History at University of Liverpool, having achieved an A* in Sociology, A in English Literature and B in History

Kassia Panitzke-Jones takes up a place at the University of Exeter to study English and History and achieved A grades in English Literature, Philosophy and EPQ and a B in History. Kassia says ‘I am so pleased to have spent the last 2 years at Kennicott. The teachers are so very supportive and lovely. My classmates have been wonderful too. I will miss it all so much!’

Holly Whittles achieved AAB in English Literature, Art and Sociology.

Charlotte Lewis, Jack DeVere and Sasha Barrett secured Double Distinction Stars in their applied Sports course, and will be studying at Plymouth Marjon and Loughborough.

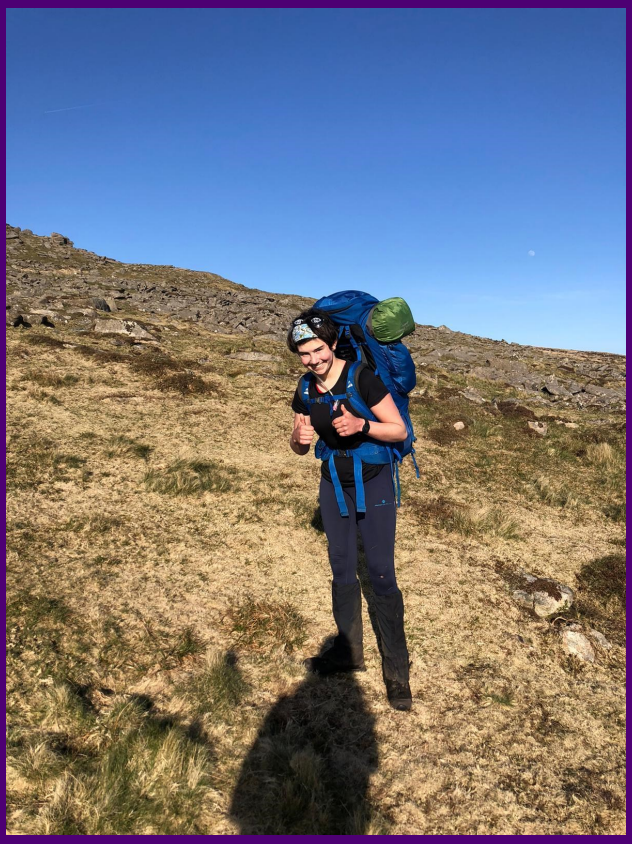


Kennicott Alumni 2025

Daisy Johnson

Daisy joined us from Stover School, and very quickly settled into life at Kennicott. Embracing every aspect of Sixth Form life, Daisy was involved in the Ten Tors 45 and 55 miles events and travelled to Madagascar with the college to take part in Ecological research with Operation Wallacea. This once in a lifetime opportunity to work with scientists, studying biodiversity in this incredible part of the world was inspiring, and Daisy went on to achieve an A* in A Level Biology and has been won the exam board's for a High Achievers' Award.

Daisy is an exceptional all-round student and achieved remarkable outcomes as a result of her hard work and commitment. Daisy overcame challenges and developed resilience and confidence during her time at Kennicott. This September, Daisy will join Girton College, Cambridge, as an undergraduate student of Natural Sciences.



"We're so thrilled for her and grateful for the guidance and care shown to her by staff at Kennicott. You all understood her and saw that she needed space and time to learn without undue stress. Kennicott is a special place... it gets the important things right and that's down to the staff and students. Daisy also benefited greatly from the small class sizes... This meant she got the level of teacher attention and feedback you would expect to receive from a very expensive private school. The Madagascar trip was another highlight, opening up the world of scuba diving to Daisy and a taste for field research."

Daisy's Mum

Financial support

16–19 Bursary Awards

Sixth Form students are able to apply to the 16 to 19 bursary fund, a scheme from the Education Funding Agency (EFA) to help students facing financial hardship to stay in fulltime post 16 education. Full details about this scheme are available from: www.direct.gov.uk/16-19bursary

The Foundation Governors

The KEVICC Awards Foundation Trust is a registered charity. The charity number is 310026. It is an independent charity with twelve trustees, who are recruited from the local community, the town council and the county council. It has considerable funds which have resulted from endowments and gifts of property made since medieval times.

The charity's remit is to provide assistance to KEVICC students who need financial support as well as to generally promote education for all students in the college. The charity can only award grants where provision is not made from central government.

The income from our investments enables the charity to grant approximately £100,000 per year. Working closely with the College Leadership Team we fund a range of projects. These include support to departments when buying new equipment, and supporting pastoral and curriculum projects. We try to be as flexible as possible: for instance, responding to the COVID lockdown by providing a large number of Chromebooks to help students access online lessons. In the post-COVID period we are supporting the College's innovative student counselling service. The charity subsidises peripatetic music lessons, and student trips and visits.

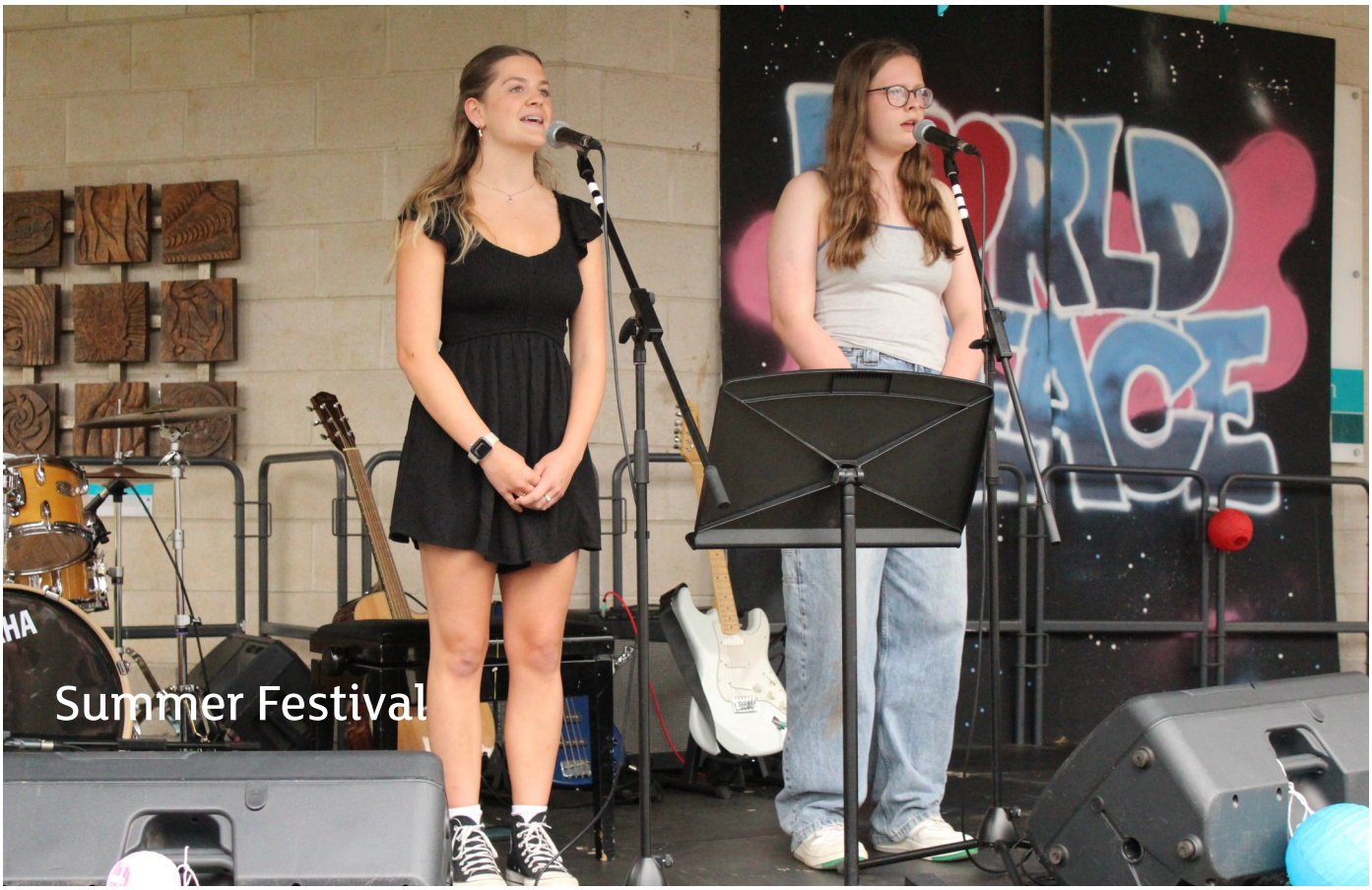
We also award individual student grants. These are intended to help any KEVICC student who would benefit from financial support in order to develop an aspect of their education. For example, this might be for the development of a particularly ambitious piece of coursework, or a visit to a conference, or to attend a specialist workshop. We would like Kennicott students to be aware that these individual student grants are available up to the age of 25. So, for example, if you are an ex-KEVICC student in the third year of a degree course or halfway through an apprenticeship - you can apply.

www.keviccfoundation.co.uk

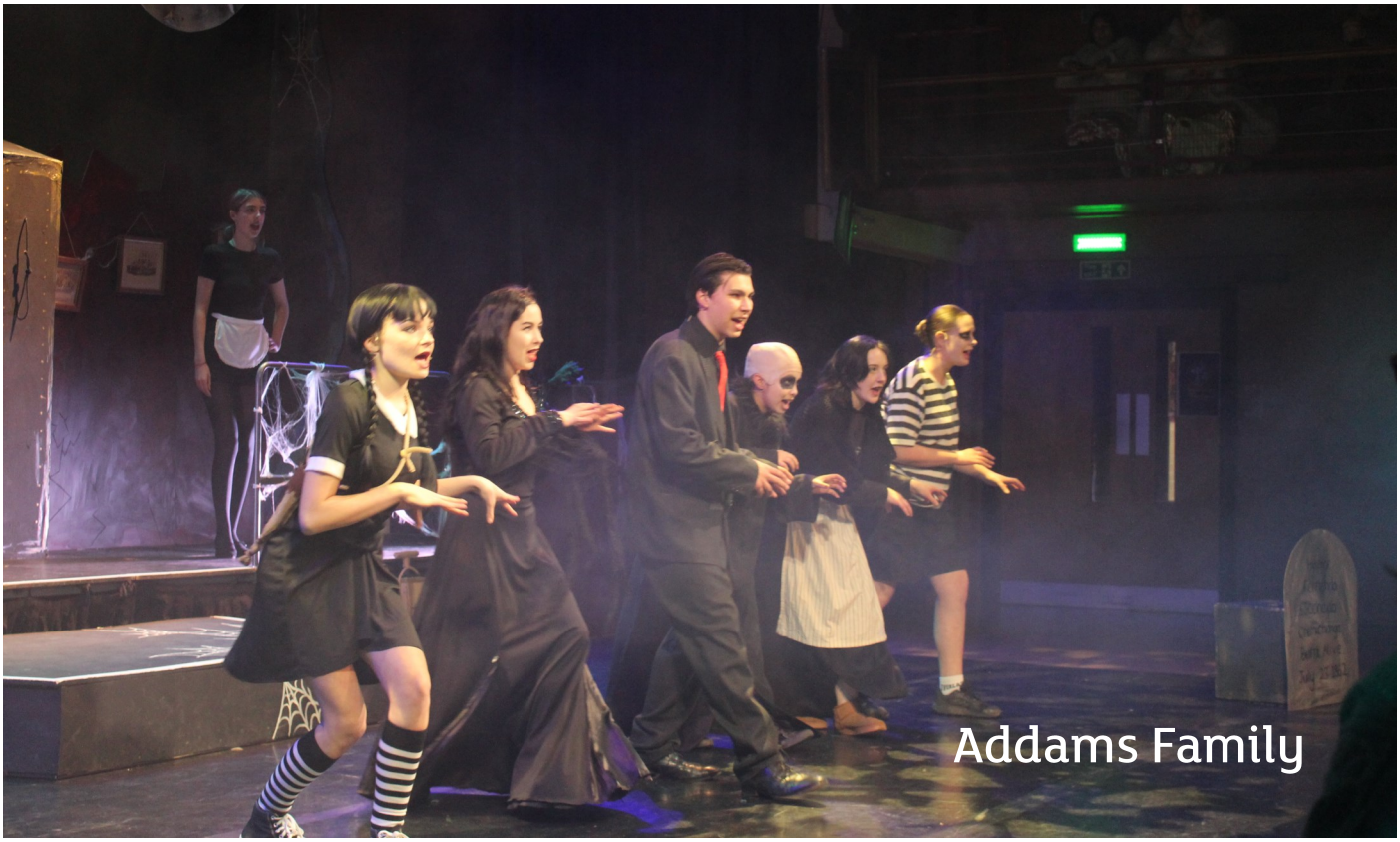
Mary Lidstone Trust

Kennicott Sixth Form are priviledged in being able to offer financial support to a small number of students applying for Higher and Further Education courses each year through the Mary Lidstone Charitable Trust.
Grants are awarded up to a maximum level of £5,000 per year of the supported course: i.e. a three-year degree course could see support of up to a maximum of £15,000 awarded over the three years. The level of support will vary according to need.
The Trust was set up following a generous legacy from Roy Lidstone and is dedicated to the memory of his wife, Mary. After joining up as a boy soldier, Roy rose to the rank of Colonel, working in communications in places as far-flung as Germany, Singapore, and Hong Kong. During his time in service, Roy studied and gained two Open University degrees and always saw himself as a lifelong learner.
Family circumstances meant neither Roy nor Mary were able to pursue their education beyond the age of sixteen. Perhaps because they were unable to pursue their own academic careers, it was always their wish that their legacy should be used to enable young people to follow an academic dream which might otherwise, through financial circumstances, not be possible.

Extra-Curricular Opportunities

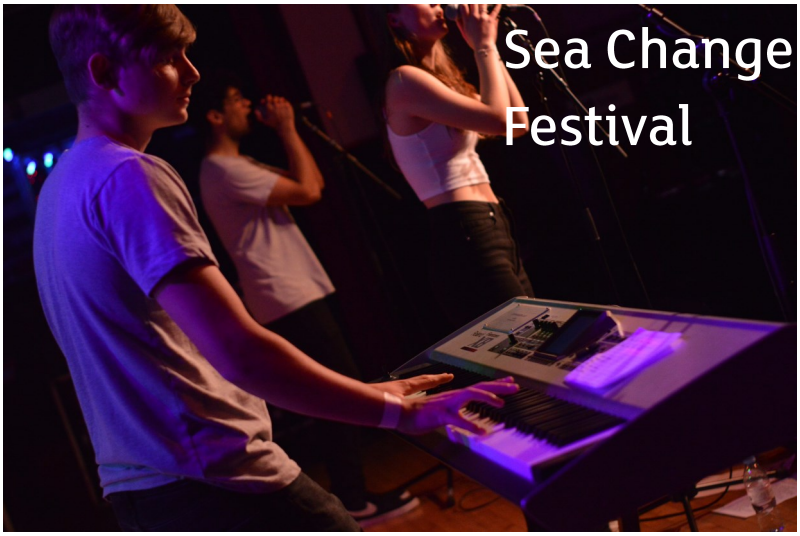


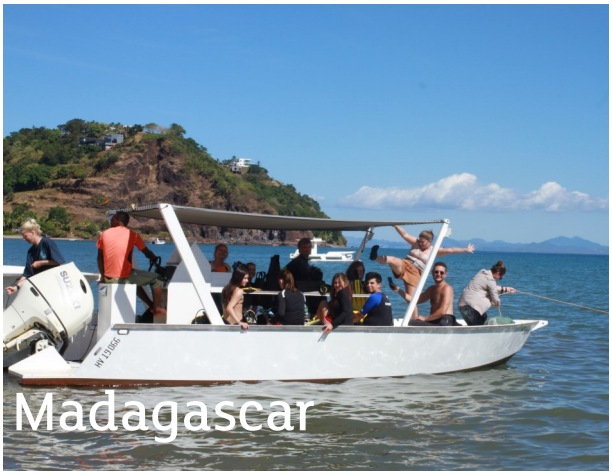
Summer Festival

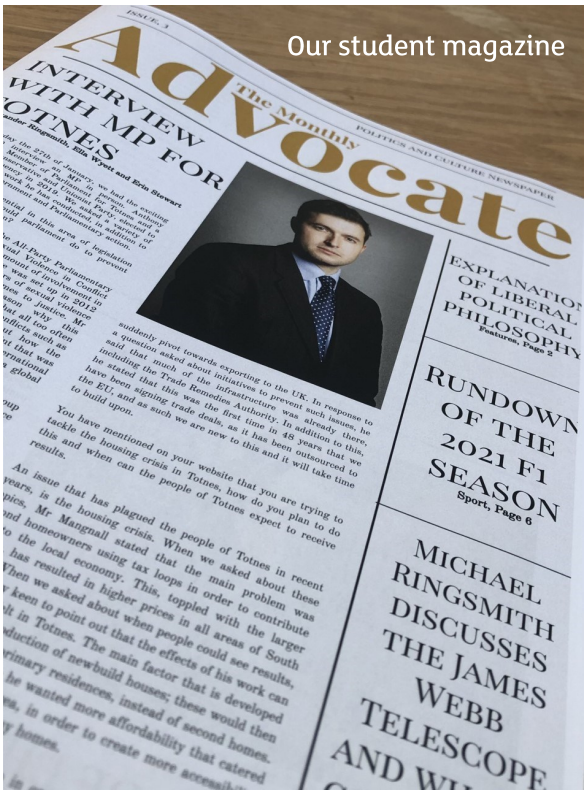


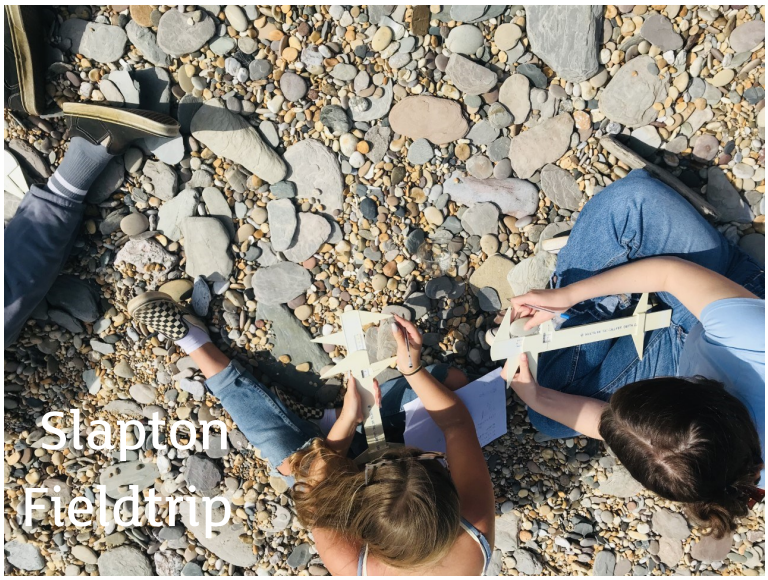
Addams Family

Extra-Curricular Opportunities

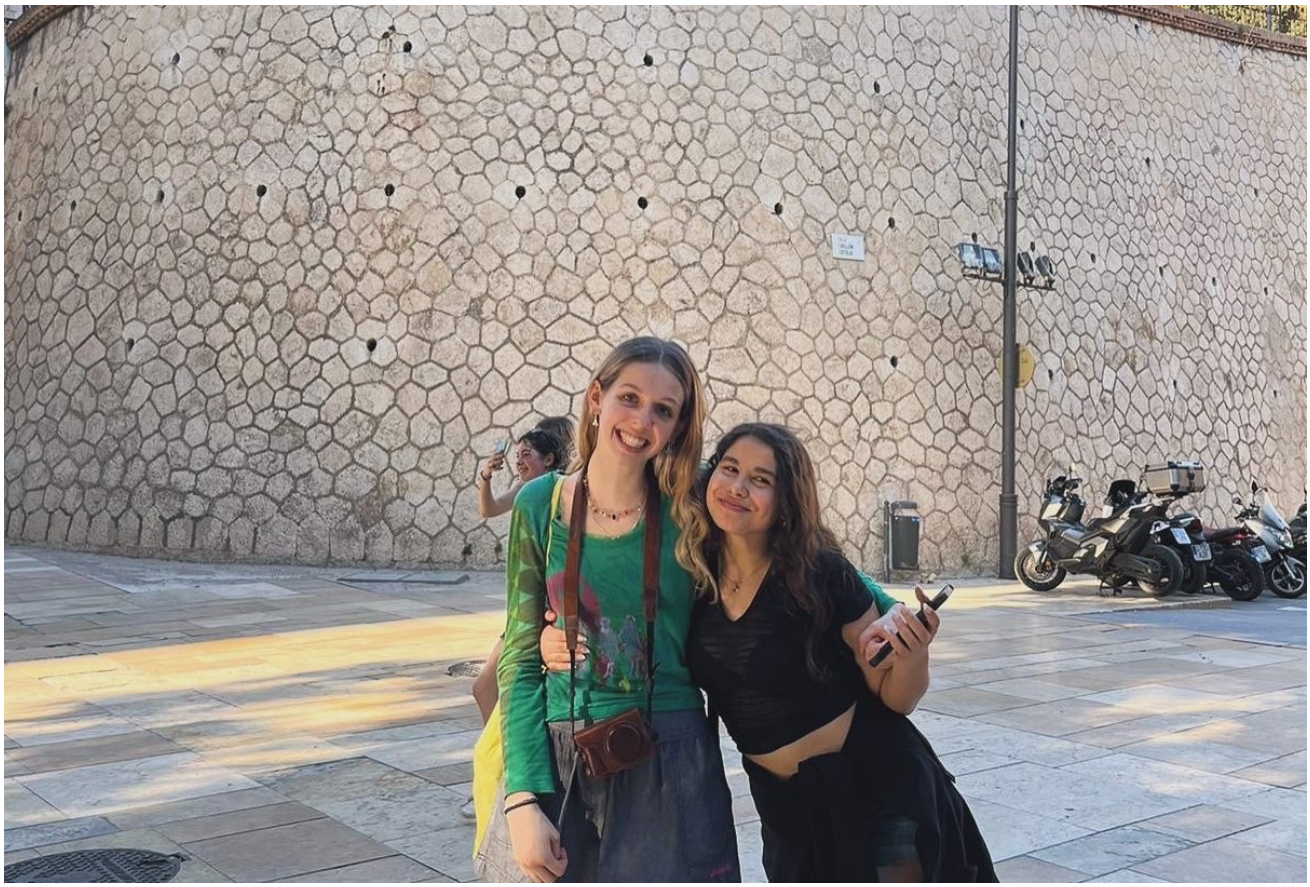








Extra-Curricular Opportunities



Application Timeline

Key Dates	What happens?	Further details
October	Kennicott Open Evening	A chance to find out more about the opportunities on offer at Kennicott. Meet the staff virtually. Explore subjects that you might be interested in and get expert advice about the right Study Programme for you.
November - December	Drop in sessions or visits to Kennicott	Students wishing to join Kennicott are invited to meet with the Kennicott Team & SLT for advice & guidance sessions.
December - March	Kennicott admission meetings	Applicants are invited to meet with the Kennicott team. This is an opportunity for us to get to know you and for you, the student, to ask any remaining questions that you might have. Your personalised Study Programme will be discussed.
May—June	GCSE Examinations	
July	Induction Day	Students are expected to attend the Induction Day. This is a great opportunity for you to meet with your tutor and course teachers whilst meeting new friends. You will also collect your induction tasks that will need completing during the Summer.
August	GCSE Results Day	The Kennicott Team will be available for advice, guidance and support.
August	Post-results admissions	Students will receive confirmation letters after results day to confirm their place at Kennicott. Some students are asked to attend a post-results admissions meeting to confirm their Study Programme and complete the official enrolment process.
September	Welcome to Kennicott!	We meet all new students to confirm their Study Programme and complete the official enrolment process.

Subject Requirements at a glance

The overall requirements will depend upon the subjects chosen, but we require **a minimum of five 5-9 grades at GCSE for entry onto the A Level study route**. Some subjects and qualifications have other specifications, as detailed below.

Students who do not achieve **a grade 4 in GCSE English Language or Mathematics** are required to re-sit those qualifications and these lessons will form part of their study programme.

Art & Design Advanced Level	Grade 6 or above in GCSE Art. (If you haven't studied GCSE Art, you will need to attend an interview and submit a portfolio of work)
Art & Design BTEC Level 3 Diploma	Grade 5 in GCSE Art and Design, or Grade 5 in D&T Product Design. Students without an Art-related GCSE will be invited to a portfolio interview
Design Technology Product Design Advanced Level	Grade 5 of above in GCSE Product Design. If you haven't studied GCSE Product Design, you will need to attend an interview and submit a portfolio of work
Biology Advanced Level	GCSE Grade 5 in Maths. Grade 6-6 or above in Combined Science or 6-6-5 or above in Triple Sciences (the Grade 6 must be in Biology)
Chemistry Advanced Level	GCSE Grade 6 Maths. Grade 6-6 or above in Combined Science or 6-6-5 or above in Triple Sciences (the Grade 6 must be in Chemistry)
Computer Science Advanced Level	Grade 5 in GCSE Maths, Grade 5 or above in Computer Science
English Language & Literature Advanced Level	Grade 5 or above in GCSE English Language and Grade 5 or above in GCSE English Literature
English Literature Advanced Level	Grade 5 or above in GCSE English Language and Grade 5 or above in GCSE English Literature
Film Studies Advanced Level	Grade 5 or above in English Language or Literature.
Spanish/ French Advanced Level	Grade 6 or above in your chosen language.

Subject Requirements at a glance....continued

Geography Advanced Level	Grade 5 or above in English
History Advanced Level	Grade 5 in English
Level 3 Extended Project Qualification	English at Grade 5 or above
Mathematics Advanced Level	Grade 7 or above in GCSE Maths
Further Mathematics Advanced Level	Grade 7 or above in GCSE Higher Tier Maths
Music BTEC Extended Certificate and Performing Arts Diploma	Level 2 qualification in a Performing Arts discipline, or audition
Philosophy Advanced Level	Grade 5 or above in GCSE English
Photography Advanced Level	Grade 5 or above in GCSE Art. (If you haven't studied an Art subject at, you will need to attend an interview and submit a portfolio of work)
Physics Advanced Level	Grade 6 or above in GCSE Maths. Grade 6-6 or above in Combined Science or 6-6-5 in Triple Sciences (the Grade 6 must be in Physics)
Psychology Advanced Level	Grade 5 or above in English, Grade 5 in Science/ Biology and Grade 4 or above in Maths
Sociology Advanced Level	Grade 5 in GCSE English
Cambridge Technical in Sports Coaching, Leadership and Physical Education	Grade 4 or above in English and a Science

Where can we take you?

ART & DESIGN
Advanced Level

Qualifications: GCE A Level
Exam Board: AQA
Entry Requirements: Grade 6 or above in GCSE Art. (If you haven't studied GCSE Art, you will need to attend an interview and submit a portfolio of work).

Overview

If you have enjoyed GCSE Art and Design and you wish to extend your learning in the subject, you will find A Level Art and Design a stimulating and rewarding option. The Art and Design course is underpinned throughout with a strong emphasis on continuing to develop key skills and knowledge and understanding of other artists. In Year 12, a series of Art History lectures ensure that all students' work has a strong theoretical underpinning. Sixth Form students studying A Level Art and Design are encouraged to work in the widest variety of materials and techniques.

A Level Art and Design provides opportunities for personal expression, encourages imagination, sensitivity, conceptual thinking, and powers of observation, analytical abilities and practically orientated attitudes.

What will I learn?

The A Level Art and Design course is very flexible. It meets the needs of students who wish to specialise in Fine Art, as well as those who wish to pursue a more general course involving a range of media. All students will have the opportunity to engage in painting and drawing, printmaking, sculpture, photography and mixed media options. The department is very well resourced and equipped. There are opportunities to use a variety of facilities, including a photographic dark room and a suite of computers. Students also have the opportunity to attend weekly life drawing classes.

How will I learn?

Students are guided through a structured course, developing independent thinking skills. While starting points in projects may be shared, the course allows students to develop a great degree of autonomy and individual direction within their work.

We are keen to integrate opportunities for our students to exhibit their work alongside professional artists in a public gallery. The Ariel Centre is a fantastic Art Gallery on site with a rolling programme of public events, showcasing our students' work as well as local and international artists' work. Students also have exciting opportunities to visit galleries around the world. Recent trips have included London, New York Metropolitan Museum and Tuscany, where students visited galleries in Sienna and Florence.

Where could it lead?

There are many routes for students studying Art and Design. The last twenty years has seen an expansion in design related industries and a wide range of degree level courses have been developed to service this sector. The usual route after A Level is to take a one-year Foundation course, although some students have progressed straight onto degree courses. We are proud that our Post 16 students can progress onto the successful Foundation course which is also sited at Kennicott. The high level of achievement among our students has recently been recognised by University College Falmouth with whom we are now working in partnership.

Contact: Tim Wightman, Head of Visual Arts tim.wightman@kingedwardvi.org.uk

Art & Design

ART & DESIGN
BTEC Level 3 Diploma

Qualifications: BTEC Level 3 Diploma in Art and Design
Exam Board: Edexcel
Entry Requirements: Grade 5 in GCSE Art and Design, or Grade 5 in D&T Product Design. Students without an Art & Design-related GCSE will be invited to a portfolio interview.

Overview

If you are a creative, innovative and inquisitive person who enjoys creating and responding to new challenges, briefs and projects, then this course offers you a diverse and exciting range of opportunities and experiences in Art and Design. This is a vocational art and design course which will enable you to explore a variety of disciplines and develop your skills. The course will also help you to identify which area you may like to pursue as a career. The subjects taught include fine art (drawing, painting and printmaking), 3D design, photography, graphic design, community art, sculpture and associated computer software. The programme is for students looking to pursue a career in art and design. It is ideal for those who want to experience a broad range of areas before progressing onto the Art Foundation course and specialising at university. The course allows you to undertake extension specialist units in the field you to want follow in higher education level or as a career.

What will I learn?

The Subsidiary Diploma consists of four mandatory units:

- Visual Recording in Art and Design
- Materials, Techniques and Processes in Art and Design
- Ideas and Concepts in Art and Design
- Communication Through Art and Design

There are also specialist units from which you choose, including:

- Graphic Design
- 3D Design
- Painting
- Photography
- Fine Art

You will complete a total of nine units to achieve the Subsidiary Diploma which will take one year. **Successful completion of the Year 1 units will allow students to progress onto the second year**, completing a further three units to achieve the Diploma, or a further nine to achieve the Extended Diploma.

How will I learn?

The programme is practically based and develops your art and design skills and personal style, whilst enabling you to develop a portfolio of your work. The course also provides opportunities in career planning. The evidence based nature of the projects enables you to build up your skills, experiences and knowledge over an extended period of time, allowing you to develop at a much higher level. Where possible, projects are run in conjunction with practising artists, designers, industrial partners and community based clients and stakeholders.

Where could it lead?

A BTEC Level 3 in Art & Design offers progression into a broad and diverse range of creative industries and practices. Many students will extend their Art & Design experience by completing at Foundation Art & Design course prior to Higher Education. Other students can further their studies at University at degree level in related courses. Specialisms which students progress on to include, architecture, sustainable design, illustration, product design, photography, fine art, sculpture, multi-media design and structural packaging.

Contact: Tim Wightman, Head of Visual Arts tim.wightman@kingedwardvi.org.uk

PHOTOGRAPHY
Advanced Level

Qualifications: GCE A Level
Exam Board: AQA
Entry Requirements: Grade 5 or above in GCSE Art. (If you haven't studied GCSE Art, you will need to attend an interview and submit a portfolio of work).

Overview
A Level Photography incorporates digital and black and white film based photography. We use Photoshop as our principal software. Photography is a popular course. We are looking for students who can show creativity, imagination, commitment and a willingness to understand the technical aspects of the subject.

What will I learn?
Students are given the opportunity to undertake pin hole photography, creative photograms, learn darkroom skills, use digital and film SLR cameras and Photoshop elements. You will explore photography in a creative and personal way, creating studio based work as well as exploring their community and wider environment. Gaining an understanding of photography's place within the history of art and knowledge of genres and photographers is an important part of the course and extends research and analytical skills.

How will I learn?
Students are guided through a structured course, giving the skills to become independent thinkers. While starting points in projects might be shared, the course allows students to develop a degree of autonomy and individual direction within their work.

During the course, students have the opportunity to visit major exhibitions of contemporary photography. They are also encouraged to visit local photography exhibitions independently. We also invite photographers and specialist practitioners to lead workshops and talk about their professional experience. Students have the opportunity to exhibit their work in the College's gallery.

You need to be self-motivated as you will have to take some of your photographs out of school time and travel to interesting locations. You also need to be committed to the subject as during the first term many new skills have to be learnt. There is a written element in this course. You will have to annotate your work and analyse photographs. You will also research and write about different genres, photographers and art movements. Students who choose to study Photography will need a 35 mm single lens reflex manual camera and have access to a digital camera. They will be expected to purchase film, paper and other materials during the course.

Where could it lead?
Universities offer a variety of photography courses, ranging from documentary photography to fine art photography. An A Level in Photography can also be advantage to students wishing to follow media related courses such as journalism and film courses.

Contact: Tim Wightman, Head of Visual Arts tim.wightman@kingedwardvi.org.uk

Design & Technology

PRODUCT DESIGN
Advanced Level

Qualifications: GCE A Level 7552
Exam Board: AQA
Entry Requirements: Grade 5 of above in GCSE Product Design. If you haven't studied GCSE Product Design, you will need to attend an interview and submit a portfolio of work.

Overview

Are you passionate about designing imaginative, sustainable and innovative ideas for the future? Can you create exciting ideas of how to develop and improve artefacts and products that we use every day? Do you have a flair for solving problems and responding to challenges?

We strive to produce innovative, challenging and marketable design products. Creativity is core to our practice, combined with excellence in three-dimensional production.

What will I learn?

All students follow a core knowledge programme that is central to all good design. We have excellent links with industrial partners and other educational establishments including the Schumacher College, University College Falmouth and UCL. At the end of the second year students exhibit their work to the public at the College's Ariel Gallery.

Units include:

- Paper 1 Core Technical Principles, core designing and making principles (25% of A Level)
- Paper 2 Mixture of short answer and extended response questions. Based on product analysis and commercial manufacture. (25% of final grade)
- Design and Make Coursework Project. Substantial design & make task of your choice (50% of A level marks)

How will I learn?

The course gives you the opportunity to study creative designing techniques, propose and realise prototype solutions in response to design and making opportunities linked with the real world. Student projects are linked with student interests and ambitions.

You will have access to the latest modern design studios and workshop facilities, including a Computer-Aided Design and Manufacturing Suite. Folios are developed in physical and e-portfolio forms. Individual tutorial support is available to all students.

Where could it lead?

With an A Level in Design and Technology, you can continue onto a Higher Education course in many design fields and eventually a design career. Pathways from this course could lead you into the following design disciplines: produce design, interior design, graphics, exhibition design, jewellery design, furniture design, engineering, vehicle design, architecture, design management and many more. Product Design complements Art and Design, Media, Photography, Science and Mathematics A Levels.

Contact: David Irish Raising Standards Leader david.irish@kingedwardvi.org.uk

English

ENGLISH LANGUAGE AND LITERATURE
Advanced Level

Qualifications: GCE A Level
Exam Board: AQA
Entry Requirements: Grade 5 or above in GCSE English Language and English Literature.

Overview

A Level English Language and Literature involves students in the study of both literary and non-literary texts. Students will develop new approaches to the ways in which texts are analysed, through the acquisition of a wide range of technical vocabulary. They will develop their ability to use linguistic frameworks to analyse texts and will also learn to write in a range of forms and styles for different audiences and purposes. As the course progresses, students will study a range of poetry, prose and drama, examining the ways in which writers use language for different effects. Students will also study modern non-literary media texts and will investigate how spoken language differs from the written word. The course is assessed through two open book exams; students will be asked to respond to extracts from the set texts they have studied and to relate them to the whole texts from which they are taken. In addition, students will undertake a coursework assignment investigating their own choice of texts.

What will I learn?

A Level Paper 1: Telling Stories

You will study a prose text focussing on genre and viewpoint and explore how these shape the reader's response. In addition, you will study the work of a specified poet, examining how poetic voice is used to represent the world. You will study an anthology of non-literary and media texts that are linked to the city of Paris in order to develop the ability to compare texts using linguistic terminology. You will learn to write analytical essays using a range of literary and linguistic terms and to write in various styles, registers and voices.

A Level Paper 2: Exploring Conflict

To prepare for this exam you will learn to write creatively for a number of different audiences using different styles and registers. You will be asked to produce a piece of creative writing based on the prose text you have studied and then to comment on your own linguistic decisions. You will also study a drama text and respond to an analytical question about it.

Non-exam assessment: Making Connections

You will undertake a personal investigation that explores a specific technique or theme in both literary and non-literary texts. The choice of text will be agreed in consultation with your teacher.

How will I learn?

Lessons are designed to encourage active student participation. Discussion and group or individual presentations are regular features. Students should be prepared to talk about their own responses to texts and consider alternative interpretations. In order to be successful, it is important that students read widely beyond the set texts and are prepared to increase the range of their personal reading. Above all, the course aims to allow students to develop as critical thinkers and to foster a fascination with the way the English language works.

Where could it lead?

English is a subject that demands flexible thinking skills and a fluent writing style. It is therefore an asset in all areas of further study and training. It is a good basis from which to study areas such as law, journalism and medicine.

Contact: Paul Hibbard Raising Standards Leader paul.hibbard@kingedwardvi.org.uk

ENGLISH LITERATURE
Advanced Level

Qualifications: GCE A Level
Exam Board: AQA
Entry Requirements: Grade 5 or above in GCSE English Language and English Literature

Overview
A Level English Literature includes the study of a range of literature including both modern and pre-twentieth century texts. The A Level course is initially anchored by the central theme of 'Love through the Ages' and students will study a range of texts from the genres of poetry, prose and drama. In year two of the course the focus shifts to the study of modern literature written post 1945. The course engenders a sense of the development of English literature over time, through the placing of texts within their contexts. Students are encouraged to read widely around the thematic focus in order to gain a wider perspective on the history of literature. The course is assessed through two exams and an extended coursework essay.

What will I learn?
Paper 1: Love through the Ages.
You will study a Shakespeare play focussing on the ways in which the theme of love is explored through language and dramatic technique. You will also study one prose and one poetry text, one of which must have been written pre-1900 and one post-1900. The exam will ask you to relate a printed extract from your studied play to the play as a whole. You will learn to respond to unseen poetry and to compare prose and poetry texts, as both skills will be tested in the exam.

Paper 2: Texts in Shared Contexts. Modern times: Literature from 1945 to the present day.
You will study three texts: one prose, one poetry, and one drama, of which one must be written post-2000. The exam will test your ability to compare texts and to respond to unseen texts in addition to responding to individual texts in a detailed manner.

Non-exam assessment: Independent Critical Study: Texts across Time.
You will undertake a comparative critical study of two texts, at least one of which must have been written pre-1900. You will choose your texts in consultation with your teacher in order to produce an extended essay of 2500 words, together with a supporting bibliography.

How will I learn?
Lessons are designed to encourage active student participation. Discussion and group or individual presentations are regular features. Students should be prepared to talk about their own responses to texts and consider alternative interpretations. A genuine interest in reading a range of texts is essential if you are to enjoy the course and succeed. Students are expected to support the study of set texts with extensive background reading.

Where could it lead?
English is a subject that demands flexible thinking skills and a fluent writing style. It is therefore an asset in all areas of further study and training. It is a good basis from which to study areas such law, journalism and medicine.

Contact: Paul Hibbard Raising Standards Leader paul.hibbard@kingedwardvi.org.uk

Film

FILM STUDIES
Advanced Level

Qualifications: GCE A Level
Exam Board: EUQAS
Entry Requirements: Grade 5 or above in English Language or Literature

Overview

A Level Film includes a study of a range of films including both modern and classic film texts, including films made in the Hollywood system to those made in non-English speaking countries. The course engenders a sense of the development of film over time and how each film is influenced by the context it was produced in. Students are encouraged to 'love' film, to read into film texts and discover a director whose work they truly love. The course is assessed through two exams and a production piece.

What will I learn?

Paper 1 – Varieties of film & film making

Section A: Vertigo and Bonnie & Clyde.
Section B: Joker or Nomadland and Captain Fantastic.
Section C: Shaun of the Dead and Belfast.

Paper 2 – Global film making perspectives

Section A: City of God (Brazil) and Pan's Labyrinth (Spain/Mexico).
Section B: Documentary Film, with a focus on Amy, the Amy Winehouse Documentary.
Section C: Silent Film, via an analysis of the film Sunrise.
Section D: Experimental Film focusing on Daisies.

How will I learn?

You will be introduced to a topic or theory and will be asked to research independently on what you've learnt so as to apply it. You will watch film texts, analysing them as you're viewing them and then reflecting on the text via class discussions. You will often be asked to write an essay on the films you've viewed to ensure you understand all possible topics that could arise in the exams. You will have the opportunity to replicate what you've learnt in your own production of a 4-5 minute film that meets a specific brief – this could be to include enigma, a narrative twist or develop a single character. You will be shown a number of short films to inspire and assist you in this task and will be given class time to plan and execute your production. Production work is carried out individually though peers can be used to complete the work.

Where could it lead?

Most people find it easier to learn when they enjoy what they are learning about. Yes, a job at the end of any course you take is great – and you can get a variety of jobs in the film industry – but sometimes you just want to learn about something you're interested in – and if you can get a job that pays you to do that at the end, well, you're living the dream...

There are a wide variety of Higher Education Courses in Film Studies, including Russell Group Universities. Most graduates find jobs within the art/design/culture sector and, within the film industry itself as directors, video/film recorder operators and broadcasters.

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GEOGRAPHY
Advanced Level

Qualifications: GCE A Level
Exam Board: AQA
Entry Requirements: GCSE Grade 5 or above in English Language

Overview
If you choose AQA Advanced Level GCE in Geography you will have the opportunity to:

- engage with the relationship of human populations to each other over space and time
- study the relationship between human populations with their physical environment at a variety of scales from the local to the global
- consider your own role in relation to themes and issues being studied and the roles, values and attitudes of others including decision makers

What will I learn?
- Unit 1 – Physical Geography: water and carbon cycles, coastal systems and landscapes and hazards
- Unit 2 – Human Geography: global systems and global governance, changing places and contemporary urban environments
- Unit 3 – Geographical Fieldwork Investigation

How will I learn?
Lessons will take many different forms with an emphasis on encouraging student-led learning, allowing you to be active in your learning. Fieldwork, research and practical work are all part of the wider investigation process. They form an intrinsic part of each of these topics. In Year 12 we will be carrying out coastal fieldwork at Start Point and Torbay and rebranding fieldwork in Plymouth and Totnes to link with the Geographical investigations unit (please be aware there is a charge for this).

Where could it lead?
Geography is inherently multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences. The subject will enable students to have access to a wide range of possible career and Higher Education opportunities. Students will learn and use a variety of transferable skills throughout the course. These skills are in great demand and are recognised by employers and Universities as being of great value.

Geography also combines well with almost all other subjects. Taken with sciences and mathematics, Geography supports applications for almost any science based degree; taken with other humanities subjects, Geography supports an equally wide range of University courses, such as Business, Law, Media, Politics and Philosophy. The subject also has one of the best employment records with only 5.8% of geography graduates still job-hunting six months after they graduated, against an average of 7.3%.

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Humanities

HISTORY
Advanced Level

Qualifications: GCE A Level
Exam Board: Edexcel
Entry Requirements: Grade 5 or above in GCSE English Language

Overview

History is a well respected subject which would suit both those students who wish to specialise in History as a career and those who wish to create a 'well balanced' academic profile.

What will I learn?

Component 1: Britain Transformed, 1918 to 1997

Students will learn about the extent to which Britain was transformed politically, socially, economically and culturally in the years 1918-1997. Students will consider responses to the challenges of war, fluctuations in the economy, technological advancement and the desire for greater social equality.

Component 2: The USA, c1920 to 1955: Boom, Bust, and Recovery

Students will study in depth the extent of economic and social change in the USA from the post-war boom of the 1920s, through depression, recovery and war, to the transformation of many aspects of US society in the years immediately after 1945.

Component 3: The witch craze in Britain, Europe and North America, c1580 to c1750

Students will explore the nature of the witch craze that took hold in the late sixteenth century and the changing attitudes to magic and sorcery that eventually contributed to its decline. Together, students will study the social, economic, political and dimensions of the phenomenon, and the broad intellectual challenges that ushered in what is of ten called the Age of Reason.

Component 4: Coursework

The purpose of the coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem, or issue as part of an independently researched assignment. Students will undergo a short-taught course on the causes of the English Civil War. They will then be expected to complete a period of research into varying interpretations of the causes of the English Civil War, before writing a 4,000 word essay on the subject.

How will I learn?

A variety of teaching and learning styles will be employed throughout the course. Students will be given the opportunity to acquire and effectively communicate knowledge and understanding of selected periods of history; develop understanding of historical terms and concepts; explore the significance of events, individuals, issues and societies in the past; understand the nature of historical evidence and the methods used by historians in analysis and evaluation; develop their understanding of how the past has been interpreted and represented and develop their interest in and enthusiasm for History.

Where could it lead?

History deals in-depth with the ideas, dreams and actions of the most fascinating creature on the planet: humans! By studying History you will develop key skills in researching, analysing and synthesising information from a range of sources and producing substantiated and reasoned conclusions. Vital skills for life! History A Level is highly regarded by Universities. Many prominent lawyers, politicians and professionals in a wide variety of fields have enjoyed an academic historical training which has been beneficial to their careers. This course is ideal for both students who are considering specialising in History at degree level as well as those students following different paths who want to show a well-rounded education and well developed skills in debate. An understanding of History is an essential prerequisite to an understanding of the human condition. For many it becomes a lifelong interest and pastime.

Contact: Sarah Grainger Teacher of History sarah.grainger@kingedwardvi.org.uk

PHILOSOPHY
Advanced Level

Qualifications: GCE A Level
Exam Board: AQA
Entry Requirements: Grade 5 or above in GCSE English Language

Overview

Do we perceive the world as it really is? Is there such a thing as truth? Can we ever really know anything? Who are you? Do thoughts exist independently of your body? Is there such a thing as a soul? Can the existences of God be proved? Why is there evil in the world? Is it ever ethical to take another's life? How do we make moral decisions?

If you like asking questions that will expand your mind and enjoy debating and discussing ideas then this course will suit you.

We aim to challenge the ideas you already have and offer you a wide range of views on many complex issues.

What will I learn?

The course focuses on aspects of Philosophy:
Epistemology explores how we acquire knowledge of the world and what it is we can actually know. We will examine the arguments of different thinkers including Descartes, Locke, Hume Berkley and Russell, and consider criticisms and challenges to their views.

Philosophy of Religion including arguments for the existence and nature of God, the problem of evil and religious language. Philosophers studied will include Plato, Aristotle, Aquinas, Descartes and Kant, as well as more recent contributions from Russell, Hick and Swinburne.

Theory of mind considers the relationship between the mental and the physical, exploring dualist and materialist arguments.

Ethics including the main ethical theories of Kantian Ethics and Utilitarianism. An important aspect of this course will also be the application of these theories to the issues of stealing, simulated killing (within computer games, plays, films etc), eating animals and telling lies.

How will I learn?

You will develop key skills through a range of lesson activities including debates and discussions, seminar-style research and presentation; exploring films and examining literature. You will also be expected to engage directly with Philosophical arguments from key thinkers. Questioning and challenging is at the heart of Philosophy and the course requires you to be an active learner.

Where could it lead?

Philosophy is one of the fastest growing subjects at A Level. It is well respected as an academic subject by Universities. Philosophy can be used as part of basic entrance qualifications for a university course, especially in Politics, the Arts, Humanities, Law and Sciences. The study of Ethics compliments work in the field of medicine, medical sciences or the caring professions.

Many of the world's greatest thinkers were Philosophers and today some of our most eminent politicians, authors, directors, journalists and scientists have studied Philosophy. You will be in good company taking this course.

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Computing & ICT

COMPUTER SCIENCE
Advanced Level

Qualification: GCE AS/A2 Level
Exam Board: AQA
Entry Requirements: Grade 5 in GCSE Maths, Grade 5 or above in Computer Science

Overview

A Level Computer Science is an exciting new course open to students who have studied Computer Science at GCSE and those who would like to start a new challenge. The subject suits students who already have an interest in how computers work or how to program and have a good level of Maths.

The course is broken down into three units, each assessed in a different way. Unit 1 has a 2½ hour on-screen exam to test student's abilities to program, as well as their theoretical knowledge of computer science. Unit 2 has a 2½ hour written paper on a range of computer science topics from data representation and databases to computer architecture and communication networks. Unit 3 involves students investigating and solving a real problem using a systematic approach and the application of their programming skills.

The first year of the course will cover parts of units 1 and 2 and enable students to take the AS exams in these units (which are 1½ hours each). This will allow students to assess their progress through the course or to stop after one year with a qualification.

What will I learn?

A lot of time will be spent developing students' skills in the programming. This will be using text based languages such as Python and Visual Basic, starting with basic procedural programming before moving on to object-oriented programming. Key aspects will be using different variable types and data structures, structured programming using procedures and functions, and exception handling.

In Year 12, students will also learn how computers store different types of data (numbers, characters, images and sounds), methods of data encryption and compression, Boolean algebra and logic gates, how computers process and store data using binary digits and the fundamentals of networks and data transmission. In year 13 students will move on to more complex data structures, alternative algorithms for searching and sorting data, relational databases, and functional and object-oriented programming.

How will I learn?

Students will learn through a mix of teacher input, student research and practical application. Most of the resources will be made available online through Google Classroom and students will be encouraged to continue practical work on their own computers.

Where could it lead?

A Level Computer Science supports progression into further education, training and employment. Possible routes may include degrees in Computing and ICT, BTEC Higher National in Computing, BTEC Foundation Degree in Computing and related fields.

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MATHEMATICS
Advanced Level

Qualifications: GCE A Level
Exam Board: Pearson/Edexcel
Entry Requirements: Grade 7 or above in GCSE Mathematics.

Overview

Mathematics is an exciting and challenging subject which can be studied for its own sake or to support a range of other subjects. Mathematics lies at the heart of all technological innovations of recent years and is highly valued by both universities and employers.

What will I learn?

Year 12

During the first two terms of year 12, students will cover the AS Mathematics content:

Pure Maths is the study of algebra, trigonometry, geometry and calculus and is essential for both the understanding of the subject and to provide the tools to deal with real life applications. This comprises two thirds of the course content.

Applied Maths is the study of the way in which Maths is used in life and covers one third of the course content:

- Statistics is the most familiar area as some of the concepts would have been studied at GCSE. Topics covered are probability, representing data and interpreting data
- Mechanics is the most suitable for students taking Physics and important for anyone considering a career in engineering, design or architecture. Topics covered are Kinematics, applications of calculus, Forces and Newton's laws

Year 12/13

Pure Maths. Students will study proof, partial fractions, functions, parametric equations, binomial expansion, sequences, trigonometry, further calculus, differential equations, numerical methods and vectors. This comprises two thirds of the course content.

The applied content, Statistics and Mechanics, comprises one third of the content:

- Statistics: Students will study further probability, the Normal distribution and Hypothesis testing
- Mechanics: Students will study projectile motion, moments, and Friction. The work on Kinematics, Forces and Newton's laws will be extended to more than one dimension and to more complicated situations

How will I learn?

In mathematics, the emphasis is on understanding concepts, practising techniques and solving problems. Through discussion, teacher-led exposition, individual study and group work, you will learn to analyse and solve problems. Some topics involve the use of more advanced calculators and computers. Students will need to have their own advanced calculator. In mathematics at Kennicott, it is expected that every student has an excellent work ethic.

Where could it lead?

A Level Maths opens up a wide range of career options and recent research suggests that those who have a Maths A Level earn an average 10% higher income. Maths affects everything we do in our lives. It forms the basis for many other subjects and is fascinating in its own right. It can lead to a variety of fulfilling careers from engineering, design and architecture to philosophy, geography and even careers in music and media.

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FURTHER MATHEMATICS
Advanced Level

Qualifications: GCE A Level
Exam Board: Pearson/Edexcel
Entry Requirements: Grade 7 or above in GCSE Mathematics.

Note: ***Students opting for this course will also need to study A Level Mathematics.***

Overview
Further Mathematics involves studying many exciting new ideas and this course is designed for students who enjoy exploring the world of mathematics and who have a real passion for the subject. It is particularly useful for anyone considering a career in maths, engineering, electronics, economics or accountancy.

During the first two terms of year 12, students will cover the AS Further Mathematics content

What will I learn?
Pure Maths: This comprises 50% of the course and covers topics such as matrices, complex numbers, graphs, further algebra, vectors, proof by induction, series, further calculus, hyperbolic functions and differential equations.

Applied Maths/optional content comprises: 50% of the course. Areas of study will be chosen from a number of available units such as further mechanics, further statistics, modelling with algorithms, numerical methods and further pure maths.

How will I learn?
Through discussion, teacher-led exposition, individual study and group work, you will learn to analyse and solve problems. Further Maths will differ to normal Maths in that there will be more emphasis on problem solving: this is what universities are looking for in good mathematicians.

Some topics involve the use of graphical calculators and computers. Students of Further Mathematics will be expected to have their own graphical calculator.

In Mathematics at Kennicott, it is expected that every student has an excellent work ethic. Not only will you be expected to focus on, and contribute to, class discussion, but a substantial amount of independent study will be required.

Where could it lead?
A Level Further Maths, like A Level Maths, opens up a wide range of career options and recent research suggests that those who have a Maths A Level earn an average 10% higher income. Maths affects everything we do in our lives. It forms the basis for many other subjects and is fascinating in its own right. It can lead to a variety of fulfilling careers from engineering, design and architecture to philosophy, geography and even careers in music and the media.

Contact: Damian Yates Raising Standards Leader damian.yates@kingedwardvi.org.uk

Modern Foreign Languages

MODERN FOREIGN LANGUAGES
French and Spanish, both at Advanced Level

Qualifications: GCE A Level
Exam Board: AQA
Entry Requirements: Grade 6 or above in your chosen language.

Overview

Did you know:

- on average, people who use languages in their jobs earn 8% more than their non-linguist colleagues?
- 90% of the world's population live in a country where English is not their native tongue?
- Internet users are three times more likely to buy when addressed in their mother tongue?
- 60% of British trade is with non-English speaking countries?

At Kennicott we offer two languages at A Level: French and Spanish.

What will I learn?

The A-level for Spanish and French builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree.

The approach is a focus on how the native-speaking society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of native-speaking countries. In the second year further aspects of the social background are covered, this time focusing on issues, such as life for those on the margins of French or Spanish-speaking society, as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in the native-speaking country.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where the native language is spoken, and their language skills. They will do this by using authentic spoken and written sources in the native language. As part of the cultural side of the course, we analyse in depth one piece of literature and a film, both topics are relevant for those students keen on continuing language studies further at University.

In order to develop language skills and have first-hand experience of the culture of the country, the College runs study trips abroad, language days out and language experiences in Spanish and French restaurants in the area. We also offer links with Plymouth and Exeter University MFL departments.

How will I learn?

Students can expect a varied, interactive and dynamic learning experience to develop listening, reading, writing and speaking skills. They will have the opportunity to analyse, evaluate, debate and develop personal views on the topics studied. Language games, film reviews, PowerPoint presentations and discussions in the target language, are examples of the types of activities a student can expect. The aim is to develop and enrich language skills in a purposeful yet enjoyable way.

Where could it lead?

Students in the MFL department achieve excellent results and a number go on to study languages at University. You will find that there are lots of exciting new courses on offer at Universities in the UK and abroad, and that a foreign language teams up well with many other subjects.

Contact: Anne Law Assistant Principal anne.law@kingedwardvi.org.uk

MUSIC
BTEC Level 3 Extended Certificate

Qualifications: BTEC Level 3 Extended Certificate in Music (option for early exit at end of Year 12 with a Level 3 Certificate)
Exam Board: Edexcel
Entry Requirements: Level 2 qualification in a Performing Arts discipline, or audition.

Ability in performance on a chosen instrument (including voice); willingness to commit to out of College hours rehearsals and attend live performances. For the extended certificate, you will need to be able to read music to a basic level and/or be prepared to spend time studying this.

Overview
The BTEC Level 3 National Certificate in Music Performance is a two-year vocational course, which provides students with a practical understanding of the skills required to work within the music sector. It is a modern and contemporary music course, looking at research of professional practice, improvisation, composing and aural skills, with the focus being on performance. This is a highly recognised musical qualification.

What will I learn?
Each term, students will explore performance techniques, composing, harmony and aural skills as well as looking at music within the industry and the place of popular music within the history of music. There will be projects linked with the community as well as opportunities to regularly gig and create your own show reel/CD to self-promote as you launch yourself into the local and regional music performance field.
This is a newly delivered, first time course for musicians who are keen to work with local artists, commit to being a self-sustained musician and want to broaden their own skills in being successful in the music industry.
Students will be guided through appropriate repertoire and technique as well as support in choosing the right course for their career.

How will I learn?
You will become a member of a music ensemble within college and will learn by completing a range of projects and assignments that are based on realistic workplace situations, activities and demands. The work will be assessed through evidence-based portfolios, solo and ensemble performance recordings and composition work. As well as learning about the employment area you have chosen, you will develop the skills that you need to start a career. This course is delivered by professionals with real experience of professional performance and the sound world.

Where could it lead?
As a Level 3 vocational course, this is the perfect spring board to a career in the music industry. Students will explore the diverse range of employment opportunities, aside from professional performer. Colleges and universities recognise this as the equivalent to one A level. For students entering vocational higher education, such as modern/pop or live music degrees, this is the most common qualification for new entrants.

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Performing Arts

PERFORMING ARTS
BTEC Foundation Diploma

Qualifications: Level 3
Exam Board: BTEC
Entry Requirements: Level 2 qualification in a Performing Arts discipline, or audition.

Overview

Unit based programme for learners who are interested in learning about the performing arts sector. Every unit has a series of learning aims A,B,C,D which learners have to complete these focus on research, development, application and evaluation.
Unit 1 – Investigating Practitioner Work
Unit 2 – Developing Skills and Techniques for Live Performance
Unit 3 – Performance Workshop
Unit 4 – Performing Arts in the Community
Unit 12 – Contemporary Dance Techniques
Unit 18 – Interpreting Classical Text for Performance
*Units can be tailored and designed for drama/dance pathways.

How will I learn?

There are two routeways:

*The units are spaced over the 2-year course.

National Extended Certificate in Performing Arts – Equivalent in size to one A Level

4 units, of which 3 are mandatory and 2 are external.

Mandatory content (83%) External assessment (58%)

National Foundation Diploma in Performing Arts – Equivalent in size to 1.5. A Levels

6 units, of which 4 are mandatory and 2 are external.

Mandatory content (76%) External assessment (41%)

External assessment is made up of Unit 1 as a written exam (January) and Unit 3 as a performance recording with supporting milestones. Practical and written tasks are completed for every unit.

How will I organise my notes?

You will take your own detailed notes, which you will keep organised in a folder, with dividers separating each unit. You will also have a Guided Learning hours of tasks to complete outside of lessons, which will support your understanding and recall of what you are learning in lessons. All resources will be accessible on the class Teams area.

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or Dawn Shaw Leader of Performing Arts dawn.shaw@kingedwardvi.org.uk

BIOLOGY
Advanced Level

Qualifications: GCE A Level
Exam Board: Edexcel
Entry Requirements: Grade 5 in Maths. Grade 6-6 or above in Combined Science **or 6-6-5** or above in Triple Sciences (one Grade 6 must be in Biology).

Overview
Should GM food be grown in Britain? Can genetic disease be eliminated from the world today? Can we stop global warming? Should genetic engineering be encouraged? Should human genes be patented? How fragile is the world's ecology? Are there cures for new diseases that are ravaging the world?

These are some of the most important issues facing mankind in the twenty first century. There are many, many more. Their impact on the individual, the community and the world needs an understanding of biology in all its forms.

What will I learn?
We have adopted the Salters Nuffield Advanced Biology (SNAB) course of study. This course uses a context-led approach. Biological principles and theory are introduced when required to aid understanding of the context.

In Year 12 topics include:
Lifestyle, health and risk. Genes and health. Voice of the genome. Biodiversity and natural resources.

In Year 13:
All Year 12 topics **plus:** On the wild side. Infection, immunity and forensics. Run for your life. Grey matter.

Practical Skills Endorsement
This qualification will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills. To achieve a pass, students must demonstrate that they are competent in all of the practical skills listed in the subject content requirements for subject. Students must show practical competency by completing a series of core practicals throughout the course. This does not form part of the A Level grade

How will I learn?
Lessons will take many forms. There may be lectures, seminars, discussion groups or practical work. Students will be expected to read journals, engage in debate and to take an active part in their own learning.

Where could it lead?
Biology also offers a wide range of career and Higher Education opportunities. It is a broad science which allows the student to study a range of topics which are traditional yet relevant to today's research. Biology is going through a period of great expansion and interest. It offers great opportunities and is well placed to become the science of the new millennium.

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Science

CHEMISTRY
Advanced Level

Qualifications: GCE A Level
Exam Board: OCR
Entry Requirements: Grade 6 in Maths. Grade 6-6 or above in Combined Science **or 6-6-5** or above in Triple Sciences (one Grade 6 must be in Chemistry).

Overview
The A Level course in Chemistry is certainly demanding, requiring not only intellectual qualities but also the personal qualities of patience, considerable persistence and great commitment. However, it is innovative, includes 'cutting edge chemistry' and fun!

The courses present chemistry in important 'real world' contexts. Chemical concepts are introduced within a relevant context, the course being written as a series of modules based on contemporary issues in chemistry. Students study the chemistry in a spiral way so that chemical ideas introduced in early topics are reinforced later.

What will I learn?
- Elements of Life
- Developing Fuels
- Elements From the Sea
- What's in a Medicine?
- The Chemical Industry
- Polymers and Life
- Oceans
- Developing Metals
- Colour by Design

How will I learn?
Learning styles vary from the traditional to individual problem solving tasks and group presentations. Interpretation and quality of practical work also forms a high percentage of the learning.

Where could it lead?
A Level Chemistry is an essential or preferred qualification not only for a wide variety of science related courses at University but is also viewed very favourably by the business and financial sector. It is commonplace for chemistry graduates to move into other areas of science. As a result, many doors are open to chemistry graduates and career opportunities are very diverse. Chemistry is also a wise choice for students studying subjects mainly in the arts or humanities but who wish to maintain a breadth and diversity in their studies. A chemistry qualification shows that you have the qualities important to many non-scientific careers, as well as scientific ones – that's why you'll find chemists in everything from food to finance. It is an exciting and innovative course. Try it!

Contact: Niall Holbourn Director of Science niall.holbourn@kingedwardvi.org.uk

PHYSICS
Advanced Level

Qualifications: GCE A Level
Exam Board: Edexcel
Entry Requirements: Grade 6 in GCSE Maths. Grade 6-6 or above in Combined Science **or 6-6-5** or above in Triple Sciences (one Grade 6 must be in Physics).

Overview
We are all users of Physics but if you are thinking of A Level Physics, you are interested in not only using but understanding it. The world of Physics spans ideas on the origins and eventual end of the universe to the behaviour of the smallest particles. We do not promise to answer all these questions in A Level Physics but we take a step towards the answers and hopefully leave you with a desire to investigate further.

Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning - Einstein

What will I learn?
This is a modern and exciting way to study Physics. Contexts and applications drive the course and give you motivation and interest to explore the world of physics and the many career choices open to you. The contexts in which physics is studied include some of the things we are most interested in: food, sport and music, as well as archaeology, spare part surgery, cosmology, Eurostar trains and designing buildings to withstand earthquakes.

Our course tutors are dedicated physicists, enthusiastic about their subject and always keen to give students the help that they need for a successful and fulfilling time with Kennicott Physics.

How will I learn?
The teaching of the course makes use of a purpose written book and is enlivened by demonstrations, practical activities and computer simulations. Questioning and discussion also form a crucial element in getting to grips with new and, sometimes, mind blowing concepts, but underlying it all you will have explained to you how the universe works: the very laws of nature (or Physics as we prefer to call it!).

Your teachers will show you how to make the most of learning opportunities, in particular turning homework from a chore into an effective learning process. Past examples of Physics related field trips include The Norman Lockyer Observatory to see telescopes in action, Woodlands Adventure Park to consider forces in actions and the Large Hadron Collider at CERN to see the world's biggest experiment (and to visit the high Alps by cable-car, journey inside a glacier, consider the Physics of bungee-jumping and spend time in Paris en- route!).

Practical Skills endorsement
This qualification will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills. To achieve a pass, students must demonstrate that they are competent in all of the practical skills listed in the subject content requirements for subject. Students must show practical competency by completing a series of core practicals throughout the course. This does not form part of the A Level grade.

Where could it lead?

Salter's Horners Advanced Physics is welcomed at all Universities and our former students have gained places at wide range of Universities, including Oxford, Cambridge, Imperial and Bristol. Students have gone on to University courses in Pure Physics or Engineering or on to broader based courses combining physics with a language, business or computing. You will find A Level Physics students pursuing careers in the city, designing and rectifying the Millennium Bridge, in law and accountancy as well as the more usual physics-based careers. These include medical physics, astrophysics and geophysics, to name but a few.

Contact: Niall Holbourn Director of Science niall.holbourn@kingedwardvi.org.uk

Social Sciences

PSYCHOLOGY
Advanced level

Qualifications: GCE A Level
Exam Board: AQA
Entry Requirements: Grade 5 or above in GCSE English, Grade 5 in Science/ Biology and Grade 4 or above in Mathematics

Overview

A Level Psychology provides a scientific approach to studying the human mind and behaviour, focusing on concepts, theories, and research methods. It's assessed through three papers, covering foundational topics in Paper 1; approaches to psychology, biopsychology, and research methods in Paper 2; and compulsory issues and debates alongside a choice of option topics including gender, schizophrenia and forensic psychology in Paper 3.

What will I learn?

Paper 1: Introductory topics in psychology

This paper covers foundational topics in psychology, including:
Social influence: The study of conformity, obedience, and social change
Memory: Theories of memory such as the multi-store model and working memory model, as well as explanations for forgetting and the reliability of eyewitness testimony.
Attachment: The formation of early attachments
Psychopathology: The definition of abnormality and the characteristics, explanations, and treatments for specific mental health disorders like phobias, depression, and Obsessive-Compulsive Disorder (OCD).

Unit 2: Psychology in Context

This paper focuses on the broader contexts of psychology and its scientific basis
Approaches in psychology: An exploration of the origins of psychology and the key assumptions of the major approaches: learning theories (behaviourism and social learning), cognitive, biological, psychodynamic, and humanistic.
Biopsychology: The structure and function of the human nervous and endocrine systems, the 'fight or flight' response, brain plasticity, brain scanning techniques, and biological rhythms.
Research methods: A core component covering scientific processes and techniques for data handling and analysis. This includes experimental design, sampling, ethical issues, and statistical testing. .

Unit 3: Compulsory section: Issues and debates

This section requires students to consider broader questions in psychology, including:
Gender and cultural bias; free will versus determinism; the nature-nurture debate; holism versus reductionism; idiographic versus nomothetic approaches.
Additional topics chosen as options for this paper are:.
Gender: Gender roles, androgyny, and psychological explanations for gender development.
Schizophrenia: Classification, symptoms, and psychological and biological explanations and treatments for the disorder.
Forensic psychology: Offender profiling, psychological explanations of offending, and methods of dealing with offending behaviour.
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How will I learn?

Lessons are lively and involving. Discussion, debate, the sharing of ideas and group work are important aspects of the course. There is no coursework.

Where could it lead?

With an A-Level in Psychology, you gain a foundational understanding of human behaviour, opening doors to university degree courses in psychology, mental health, and social sciences, and providing valuable transferable skills for careers in areas like education, social work, human resources, marketing, and research, even for those who don't pursue a psychology-specific path.

Contact: Amy Withers Head of Sixth Form amy.withers@kingedwardvi.org.uk

Social Sciences

SOCIOLOGY
Advanced Level

Qualifications: GCE A Level
Exam Board: AQA
Entry Requirements: Grade 5 or above in GCSE English

Overview
Sociology is a fascinating, wide ranging and dynamic discipline which examines the nature of contemporary society. Sociology tries to understand how society works and it helps to provide us with answers to important social questions: Do families need fathers? Why does racism exist? Why are some people poor? Does being equal make us happy? What is feminism? Is religion dead? Does prison work? Are criminals born or made?

What will I learn?
Unit 1: Education with Theory and Methods
This unit explores the roles and functions of the education system including its relationship to the economy and class structure. The issue of the interplay between educational achievement and social inequality is interrogated, alongside study of the relationships and processes within schools. The significance of educational policy is also covered and the impact of globalisation on education.

Unit 2: Topics in Sociology
Families and Households and Media in Society
Whilst studying Families and Relationships, students will explore the relationship of the family to social structure and social change; changing patterns of family relationships and the diversity of contemporary family structures; gender roles; the nature of childhood and demographic trends (e.g. birth rates, death rates, family size etc.) since 1900.

The Media topic examines the ownership and control of media, the impact of new media and globalisation, the selection and presentation of news, and how various social groups—including age, ethnicity, gender, sexuality, disability, and social class—are represented in the media. Students analyse theories and use contemporary examples to understand the media's relationship with audiences and its role in shaping culture and society.

Unit 3: Crime and Deviance
Students will become familiar with sociological explanations of crime, deviance and social order; the social distribution of crime and its links to social inequality; globalisation and crime in contemporary society, including the media, green crime, human rights and state crimes; crime control, prevention and punishment.

How will I learn?
Lessons are lively and involving. Discussion, debate, the sharing of ideas and group work are important aspects of the course. There is no coursework.

Where could it lead?
The emphasis on the acquisition of higher order skills enables students to develop transferrable capabilities. Sociology is accepted as admission to a wide range of University degree courses in the Social Sciences, for example Sociology and Social Policy, Anthropology, Psychology, Politics and Business Studies; Humanities and the Arts, for example Media Studies and Journalism and Education. Sociology is useful for a huge range of careers including social and probation work, criminology and the legal profession (including policing), equal opportunities, human rights, journalism, social policy and research, education, business including human resource management, Civil Service and health care including nursing, physiotherapy and speech therapy.

Contact: Amy Withers Head of Sixth Form amy.withers@kingedwardvi.org.uk

Sport

OCR CAMBRIDGE TECHNICAL IN SPORTS COACHING, LEADERSHIP & PHYSICAL EDUCATION

Qualifications: OCR Cambridge Technical Diploma in Sports Coaching, Leadership and Physical Education
Exam Board: OCR
Entry Requirements: Grade 4 or above in English and Science.

Overview

The Cambridge Technical Diploma course is worth two A levels although it can be taken as a single A level equivalent as well. It is taught using a range of practical, theory, coursework and exam-based tasks and is much more hands on than A level PE. We cover a range of units to prepare you for all sorts of career paths in the world of sport be that Coaching or Teaching, Physiotherapy, Sports Event Management or Sports Science to name a few.
This is an exciting and innovative course which will provide opportunities to work with young people and professionals in the industry.

What will I learn?

The range of units studied for this course include:

- Body Systems and the Effects of Physical Activity *
- Sports Coaching and Leadership
- Sports Organisation and Development *
- Working Safely in Sport, Exercise, Health and Leisure *
- Performance Analysis in Sport
- Practical Skills in Sport
- Organising Sports Events
- Sports Psychology
- Health and Fitness Testing
- Sports Injuries and Rehabilitation
- Physical Activity for Specific Groups

How will I learn?

The course is delivered by approaching topics in a practical, vocational, scientific and realistic manner. Students are encouraged to learn both collaboratively and independently through a variety of tasks and assessments. Students will have a lesson on each mandatory and optional unit and assessment is carried out in the form of three external exams and internally assessed assignments for the others. The units marked * are examination units, the rest consist of assignment tasks including practical tasks, video based evidence, written coursework, research based tasks and presentations.

Where could it lead?

Employers have recently highlighted the need for students to be able to work with the general public and in particular those who are physically inactive. They need future employees to have the skills, knowledge and understanding to be able to work effectively in the leisure and sport industry. This course will enable progression into a range of employment areas, an apprenticeship course or related University courses.

Year 13 student 2025 quote: I particularly enjoyed the group activities and trips we all did, with a smaller sized class we were all able to get to know each other very well, making our days a thing to look forward to! I absolutely loved it! Could not recommend more.

Contact: Carly Perring Teacher of Physical Education carly.perring@kingedwardvi.org.uk

Super Curricular

LEVEL 3 EXTENDED PROJECT QUALIFICATION (EPQ)

Qualification: Level 3 Extended Project Qualification (AS Level)
Exam Board: Edexcel
Entry Requirements: 5 GCSEs at Grades A*-C including Grade 5 in English and Maths

Overview

The Extended Project is a single piece of work of a student's own choosing which requires evidence of planning, preparation, research and autonomous working. Students will be able to carry out a project on a topic which may or may not be linked to their A Levels.

What will I learn?

An Extended Project has a choice of four themes:

- Investigation/field study
- Dissertation
- Artefact
- Performance

How will I learn?

A number of learning styles will be used throughout the course and students will be given the opportunity to debate issues with the course tutor as part of individual tutorials.

Where could it lead?

The Extended Project leads to an AS award which is universally recognised in Higher Education.

Contact: Sarah Grainger Teacher of EPQ sarah.grainger@kingedwardvi.org.uk