

Kirkbie Kendal School Sixth Form

Care • Hard Work • Resilience • Curiosity



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Welcome

Mrs S Timms, Head of Sixth Form

Welcome to the Sixth Form @ KKS. This is a very caring environment and I love being Head of Sixth Form. Helping students to choose their A level options, settling them into the rigours of A levels and seeing them grow and develop into mature, well rounded adults at the end of the two years. It is lovely to see every student choose their own unique pathway and how they use the time in the sixth form to make it successfully to the end, whether that be to university (in the UK or further afield), further education at college, an apprenticeship or into employment.

Mrs S Hastie, Head of Sixth Form Enrichment

My role within the sixth form is to provide opportunities to take the curriculum beyond the classroom through participating in extracurricular and enrichment activities to create independent and creative learners. At Kirkbie Kendal School, we recognise that it is our duty to ensure that every student fully participates and is ready to flourish in the outside world. The curriculum fosters the development of students' personal growth, health and well-being enabling students to lead happy, fulfilled lives and develop their passion for learning.



Enrichment

Overview

We believe that it is vital for all students to extend their studies past the subjects they have decided to take. Enrichment occurs in a timetabled lesson once a fortnight, study periods and tutorials with your form tutor.

The objective of enrichment is to give you the opportunity to develop your skills and learning, and enhance your CV in the process. Both employers and universities are feeding back that they are looking for applicants that can 'stand out from the crowd'.

The enrichment program aims to give out students 'the edge' over others, giving them the competitive advantage that helps students progress to the next steps in life.

Mrs S Hastie

Opportunities

Below is a selection of the opportunities that were available for enrichment in 2022-2023:

- British Sign Language
- Wellbeing Ambassadors
- Peer Mentoring
- Subject Assistants
- Extra-Curricular Support
- Teaching English as a Foreign Language (TEFL)
- MOOC (Massive Open Online Course)

Speakers

During the timetabled enrichment lessons, we welcome host speakers covering a variety of topics, including:

- Revision skills
- Choosing university courses
- Apprenticeships
- Drug/Alcohol/Gambling Addictions
- Fire safety
- Careers
- UCAS applications
- Interview skills
- Finance

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Sixth Form Course Entry Requirements

The minimum entry to the Sixth Form to study on the academic pathway (A Levels) is FIVE grades at 5 and above (including English and Maths).

The minimum entry to the Sixth Form to study on the vocational or combined pathway (Cambridge Technicals/BTECs) is FIVE grades at 4 and above (including English and Maths).

Examination marks achieved in a subject will always be taken in to account before accepting students on to a course and the grades below are given as an indication only.

Subject	Essential
Art	Grade 5 or above in GCSE Art
Biology	Grade 6 or above in Biology or Grade 6/6 in Dual Science
Business	Grade 5 or above in Maths (Grade 5 in Business Studies if taken)
Chemistry	Grade 6 or above in Chemistry or Grade 6/6 in Dual Science
Computer Science	Grade 6 or above in Maths, Grade 5 in Computing
English Language	Grade 5 or above in English Language or Literature
English Literature	Grade 5 or above in English Language or Literature
Extended Project (EPQ)	Grade 5 or above in English Language or Literature
Geography	Grade 5 or above in Geography (if not a Geographer to speak to HOD)
Health & Social Care	Grade 5 or above in English Language or Literature & Science
History	Grade 5 or above in History (if not a Historian to speak to HOD)
Maths	Grade 7 or above in Maths
Media Studies	Grade 5 or above in English Language or Literature
Music	Merit or above in BTEC Music Level 2
MFL	Grade 6 or above in Spanish or German
Sport	Grade 5 or above in PE at GCSE (Grade 5 on theory) or L2M or above in the Diploma. Grade 5 in Science. An active interest in sport or coaching.
Physics	Grade 6 or above in Physics and Grade 6 in Maths
Politics	Grade 5 or above in English Language or Literature
Product Design	Grade 5 or above in a Design Technology subject
Psychology	Grade 6 or above in English Language or Literature, Maths and Science
Sociology	Grade 5 or above in English Language or Literature
Theatre Studies	Grade 5 or above in English Literature or Language (Grade 5 or above in Drama if taken)



Art & Design

No of Units: 2

Awarding Board: AQA

Course Code: 7201

Outline:

A-level comprises of two components, a personal investigation worth 60% of the A-level; and an externally set assignment worth the remaining 40%.

Assessment:

Students are required to produce a variety of coursework assignments including final pieces, sketchbooks and written information. They are assessed in their ability in showing evidence of research, analysis, exploration of media, idea development, resolved piece(s) and visual and/or written evaluation. The emphasis is placed on choosing a theme to explore that stimulates creativity and realises a student's full creative potential.

Further Information:

This enjoyable and stimulating course aims to develop students' imaginative, creative and investigative skills. They will be introduced to a variety of experiences exploring a range of media, processes and techniques. They will explore relevant images, artefacts and resources relating to a range of art, craft and design from the past and from recent times and this should be integral to the investigating and making process.

Responses to these examples are shown through practical and critical activities which demonstrate an understanding of different styles, genres and traditions. Students should be aware of the four Assessment Objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.

They will explore drawing using a variety of methods and media on a variety of scales. Underpinning the work should be the use of sketchbooks/workbooks/journals. Students are required to work in two or more areas of art, and the use of photography, sculpture, digital imaging, textile work and conceptual pieces will be encouraged as much as the traditional drawing and painting. This course gains excellent A level results through dedicated and personalised teaching that provides each student with the guidance, knowledge and skills to produce imaginative and highly accomplished work.

Trips:

Students will study the work of other artists and designers and will be expected to take part in organised visits to local, national and international galleries and exhibitions. Bi-annual International study trips have included Paris, Rome and Barcelona. Future visits to other exciting locations are in preparation.

Destinations' of Former Students/Possible Career Links:

Most students undertake art foundation based courses in preparation for degree level study in Fine Art, Photography, Fashion & Textiles or Graphic Design. Alternatively, the course can be used purely as art appreciation and complements other subject areas. The creative industries are one of the fastest growing sectors in the British economy and an A-level in Art and Design will give students a good base for progression into a wide range of different sectors and give them a strong visual literacy to allow them to progress in our visual world.

Further info contact: Mr M Buckland or Mrs J MacFarlane

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Biology

No of Units: 8 **Awarding Board:** AQA **Course Code:** 7402

Unit Outline:

Year 12

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

Year 13

5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

Assessment:

PAPER	CONTENT	A level Assessment
1	Any content from 1-4 + practical skills questions	2 hours written exam 91 marks 35%
2	Any content from 5-8 + practical skills questions	2 hours written exam 91 marks 35%
3	Any content from 1-8 + practical skills questions	2 hours written exam 78 marks 30%

Further Information:

If you are thinking of a career in any of the Biological Sciences, Medicine, Veterinary Medicine, Pharmacy, Sports Science, Nursing, then Biology should be one of your Sixth Form courses.

When considering course combinations, Chemistry compliments Biology, and if you are considering a degree in

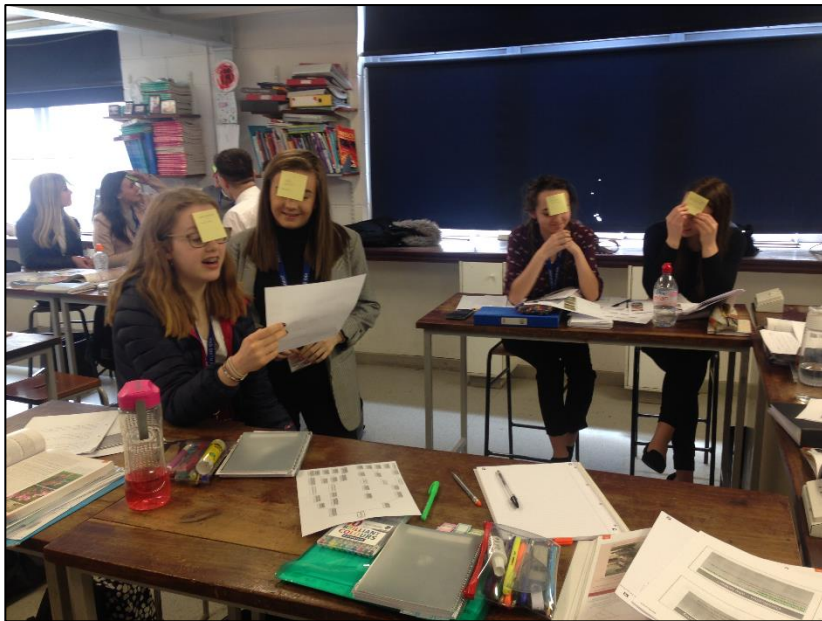
Biological Sciences, Maths will be very useful. The range of topics covered gives a broad Biological background suitable for almost any aspect of Higher Education.

The style of learning and teaching for A level Biology is very different from GCSE. In class topics are introduced through discussion, investigation and research. Students are then expected to reinforce and expand their knowledge independently. Only in this way can a suitable breadth of understanding be achieved. Moreover it is good "training" for higher education. So you must be prepared to work hard, to "read around" the subject and develop an enthusiasm for all matters Biological.

Further info contact: Mrs A Wrigley and Mrs E Stanton

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Business

Awarding Board: AQA

Course Code: 7132

A Level Subject content

What is a business?

Managers, leadership and decision making.

Decision making to improve marketing, operational, financial and human resource performance.

Analysing the strategic position of a business and managing change.

Assessment:

Three written exam papers: 2 hours, 33.3% each

Subject content

Students will study a variety of contexts (eg large/small, UK focused/global, service/manufacturing) and consider:

- the importance of the context of business in relation to decision making
- the interrelated nature of business activities and how they affect competitiveness
- the competitive environment and the markets in which businesses operate
- the influences on functional decisions and plans including ethical and environmental issues
- the factors that might determine whether a decision is successful eg the quality of data and the degree of uncertainty
- how technology is changing the way decisions are made and how businesses operate and compete
- use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).

Strategic decision making

Students learn about:

- the impact of technology on strategic decision making
- the influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions
- the difficulties in forecasting future trends
- the importance of assessing feasibility and risk when making strategic decisions
- the impact on stakeholders on strategic decisions and their response to such decisions.

The topics lend themselves to studying and engaging with the business world. The specification and assessment

should encourage students to follow business developments and think critically about contemporary business

issues. Most of the assessment material is based on real business situations.

Students are encouraged to participate in business-related extra curriculars in Year 12.

'Destinations' of Former Students/Possible Career Links:

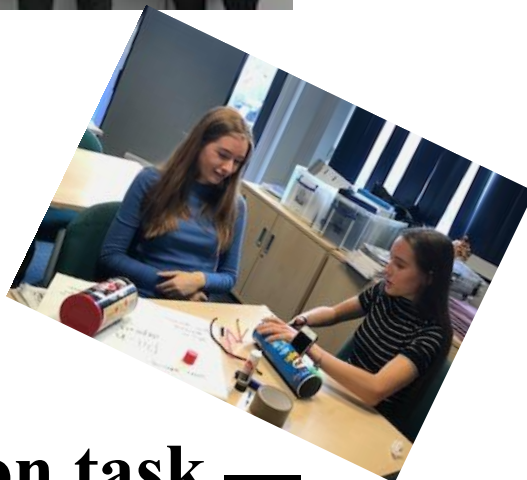
Students go on to study a variety of courses at Higher Education.

Examples include; International Entrepreneurship, Business Management, Accounting and Finance, Economics, Logistics, Marketing and other business-related degrees.

Further info contact: Mrs M Booth

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Year 12 Induction task — The Festival Challenge





Chemistry

No of Units: 3

Awarding Board:

AQA

Course Code: 7405

Unit Outline:

Unit 1: Physical Chemistry

Unit 2: Inorganic Chemistry

Unit 3: Organic Chemistry

Assessment:

Paper 1: Inorganic and physical chemistry, 120 mins. 35%.

Paper 2: Organic and physical chemistry, 120 mins. 35%.

Paper 3: Practical skills, data handling and synopsis, 120 mins. 30%.

Further Information:

Chemistry is THE central science and impacts on all facets of our lives. An understanding of Chemistry is necessary to all other sciences from astronomy to zoology. All the materials used by engineers and technologists are made by chemical reactions and we all experience chemical reactions continuously, whether it be respiration or baking a cake, driving a car or listening to a battery driven MP3 player. Chemistry is concerned with all aspects of molecules, their physical and chemical properties, their composition and structure, their synthesis and use in the 21st Century.

A Chemistry-based degree gives you an excellent qualification for a wide career choice within science, industry or commerce. Not all chemists wear white coats.

Lessons are varied and will cover all aspects of the subject. Practical skills, in groups or individually, discussions, problem solving, analysis and calculations.

Trips:

Where appropriate, students attend revision conferences and local or regional events.

'Destinations' of Former Students/Possible Career Links:

Medicine, Dentistry, Pharmacy, Forensics, Chemical Engineering, Vet, Accountancy, Food Science, Midwife etc

Further info contact: Mr Hebson, Mrs Cruickshank, Mr Kennedy

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Computer Science

No of Units: 14

Awarding Board: OCR

Course Code: H446

Unit Outline:

There are 14 taught units with an emphasis on practical programming, technical knowledge and computational understanding. Most of our Computer Science students combine it with maths, the pure sciences and the more technical subjects.

The units are:

- 1 Fundamentals of programming
- 2 Fundamentals of data structures
- 3 Fundamentals of algorithms
- 4 Theory of computation
- 5 Fundamentals of data representation
- 6 Fundamentals of computer systems
- 7 Fundamentals of computer organisation and architecture
- 8 Consequences of uses of computing
- 9 Fundamentals of communication and networking
- 10 Fundamentals of databases
- 11 Big Data
- 12 Fundamentals of functional programming
- 13 Systematic approaches to problem solving
- 14 Non-exam assessment - the computing practical project

Assessment:

Paper 1: Problem Solving and Programming exam paper – 40%

Paper 2: Theory exam paper – 40%

Paper 3: Coursework Practical Project as a practical problem solving solution – 20%

Further Information:

Programming and how computation can be used to solve problems lies at the heart of the whole course. You will begin to learn programming using Python but other languages such as SQL, Linux, Machine code and web scripting languages are also used. You will learn how to design large applications, how data can be organised and what algorithms are used in designing software solutions. You will develop a computer system to solve a complex problem. You will have practical networking experience and use, modify and control our raspberry Pi network. You will gain practical experience of server management (both LAN and web) and build a computer system. You might consider this course if you have an interest in programming or the more advanced aspects of how computer applications work.

'Destinations' of Former Students/Possible Career Links:

Most students who take computing do so with an intention to go to university to study computer-related subjects at the technical level. This might include maths, physical science, engineering (including software & mechanical) and technical design as well as pure computing.

Further info contact: Miss J King

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Drama and Theatre Studies

No of Units: 3

Awarding Board: Edexcel

Course Code: Pearson Edexcel Level 3 Advanced GCE in Drama and Theatre (9DR0)

Edexcel Drama and Theatre is equivalent to 1 GCE A Level. The qualification consists of 3 components.

Course Outline:

Component 1 – Devising. Devise an original group performance based on one key extract from a performance text and a theatre practitioner as a stimuli. 2500-3000 word portfolio exploring the creating and devising process and evaluating the performance outcome.

Component 2 – Text in performance. A group performance of one key extract from a performance text. A monologue or duologue performance from one key extract from a different performance text.

Component 3 – Theatre Makers in Practice. Live theatre evaluation. Practical exploration and written response to a complete play text and how it would be performed and designed. Practical exploration and written response to a second play text and how it could be realised in the style of a chosen theatre practitioner e.g. Brecht, Stanislavski.

Assessment:

Component 1 – Devising (performance and coursework internally assessed) 40%

Component 2 – Text in Performance (performance exam performed to a visiting examiner) 20%

Component 3 – Theatre Makers in Practice (2.5 hours written exam) 40%

Further Information:

For those who have studied Drama at GCSE you will find that the course structure at A-Level is very similar. This A Level has the best of both worlds, covering both the practical elements and theory in the form of a written exam. Students should have a passion for theatre in the following areas; performing, designing, directing and as audience members. Throughout this two year course, you will improve your performance skills, learn about the various styles, techniques and features involved in theatre practice, study set texts, develop your creative and collaborative skills and develop employability skills such as teamwork, problem-solving, communication etc.

The course demands practical, creative and communication skills. You will extend your ability to create drama and theatre, as performers, directors and designers. You will also be required to write about drama and to develop your analysing skills to become an informed critic. The course will involve taking part in drama productions, as well as studying plays and playwrights.

You will practically and theoretically study a range of theatre practitioners in a variety of styles e.g. movement based, mime, dance, physical theatre, non-naturalistic, total theatre, popular theatre, immersive and promenade theatre, naturalistic and mask work. These practitioners will influence the creation and direction of your own performances.

Trips: To watch a live piece of theatre

Possible Career Destinations: Higher education degree or into further training or employment in this sector including performing, arts/theatre administration, director, designer, playwright, stage and theatre management, technician, teaching, drama therapy, script writing.

For further information contact: Miss Green

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English Language

No of Units: 3

Awarding Board: AQA

Course Code: 7702

Unit Outline:

The English Language course will prepare students to explore textual variations and representation across a range of written data, how children's language develops between the ages of 0-11 years, how language diversifies and changes and different methods of language analysis. The coursework element will prepare students to independently investigate language and develop their own use of language in their original writing.

Assessment:

Paper 1: Language, the Individual and Society: **External Exam:** 2 hours 30 mins:
Weighting: 40% of total marks

Paper 2: Language Diversity and Change: **External Exam:** 2 hours 30 mins:
Weighting: 40% of total marks

Non-exam Assessment: Language in Action: **Course work:** Two pieces: one 2000 word language investigation, and one 1500 word piece of original writing with commentary:
Weighting: 20% of total marks

Further Information:

Ever wondered where the essential building blocks of our language came from? How babies learn to talk? Or how the media manipulates us? A Level Language could be just the course for you. You will study language itself; and the essential issues surrounding it, such as how we learn to communicate, how language diversifies and changes in different contexts and areas of society and how we can use it and manipulate it for effect in our own writing. You will also create your own original texts as coursework, on a subject of your choice, in a style of your choosing.

A Level Language provides valuable insight and preparation for careers in Media, Journalism and Business.

Trips: Day conferences on Child Language Development and Dr Johnson's dictionary etc.

'Destinations' of Former Students/Possible Career Links:

University courses in English Language, English, English Studies, Linguistics, Journalism, Business, Media, Sociology and Law.

Careers in the fields of Media and Journalism, Teaching and Business and the Police Force.

Further info contact: Ms J Walker

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*Did you know...
There's absolutely nothing wrong with how you talk*

Prescriptivism

The belief that there are correct and wrong ways to use language and that books about language should give rules to follow, rather than describing how language is really used.

This belief system goes a long way to helping to discriminate against people who use a different variety of English. It also stops us from appreciating the creativity and beauty of our language by refusing to let it evolve naturally.



Descriptivism

The belief that books about language should describe how language is really used, rather than giving rules to follow saying what is correct and not correct.

This belief system allows for greater variation in the use of language. It does not discriminate against people who use language differently or in a non-standard way. It acknowledges that we should use language in different ways according to context (code switching).

The English language is a work in progress. Have fun with it.

Jonathan Cullis

meethis.com

"THE ENGLISH LANGUAGE IS NOBODY'S SPECIAL PROPERTY. IT IS THE PROPERTY OF THE IMAGINATION: IT IS THE PROPERTY OF THE LANGUAGE ITSELF."

DEREK WALCOTT
@DerekWalcott

The English language is so elastic that you can find another word to say the same thing.

Mark Twain

English doesn't borrow from other languages, English follows other languages down dark alleys, knocks them over and goes through their pockets for loose grammar.

James Nicoll

www.jamesnicoll.com



English Literature

No of Units: 3

Awarding Board: AQA

Course Code: 7717

Unit Outline:

The English Literature course will inspire and enthuse students to develop a life-long love of literature. It will also prepare students to be effective literary critics, exploring a range of poetry, prose and plays from across all ages and genres. Students will study and respond to Shakespeare, explore both epic and domestic tragedy, immerse themselves in political and social protest writing, and develop their analytical skills in their interpretation of poetry and prose. The coursework element will develop students' independent response skills, honing their own opinions and the opinions of others, with a Critical Anthology to support their work.

Assessment:

Paper 1: Literary Genres: Aspects of Tragedy: **External Exam:** 2 hours 30 minutes: Closed book:

Section A: Passage-based Shakespeare question **Section B:** Full text Shakespeare question

Section C: Two linked texts

Weighting: 40% of total A Level marks

Paper 2: Texts and Genres: Elements of Political and Social Protest Writing: **External Exam:** 3 hours:

Open book:

Section A: Unseen passage analysis **Section B:** Set text question **Section C:** Two linked texts

Weighting: 40% of total A Level marks

Non-exam Assessment: Theory and Independence: Coursework: Two pieces of 1250-1500 words in total: Use of critical Anthology. One essay can be re-creative. **Weighting:** 20% of total A Level

Further Information:

Do you know what Literature means? What makes a great piece of poetry? Why do we still study Shakespeare?

A Level Literature encourages you to experience a wide range of literary texts, spanning the last six hundred years.

You will experience poetry, drama and novels. You will explore how texts are shaped by the times they were written, the issues they cover and who wrote them. You will decide which have literary merit, and why.

You will learn how to approach textual extracts in precise detail, and how to respond to a whole text effectively.

You will develop your own critical responses and views of texts. You will be introduced to notions of genre through the study of drama, including Shakespeare, and political writing in prose and poetry. You will further extend your independent reading, and widen your awareness of critical methods and readings. A Level Literature will broaden your imaginary horizons, is great preparation for university, and a lifetime of reading pleasure.

Trips:

Day conferences, theatre and cinema visits, visiting professors of various specialist areas within literature.

'Destinations' of Former Students/Possible Career Links:

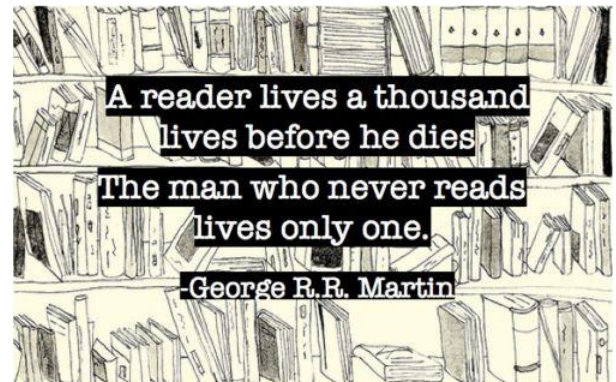
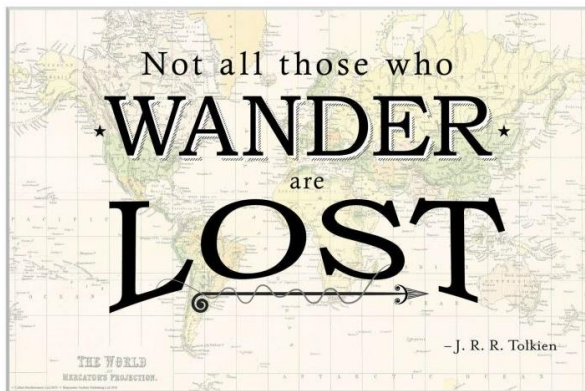
University courses in Literature, English, English Studies, Drama, Media and Journalism; Careers in teaching, media and journalism, theatre, business, civil service.

Further info contact:

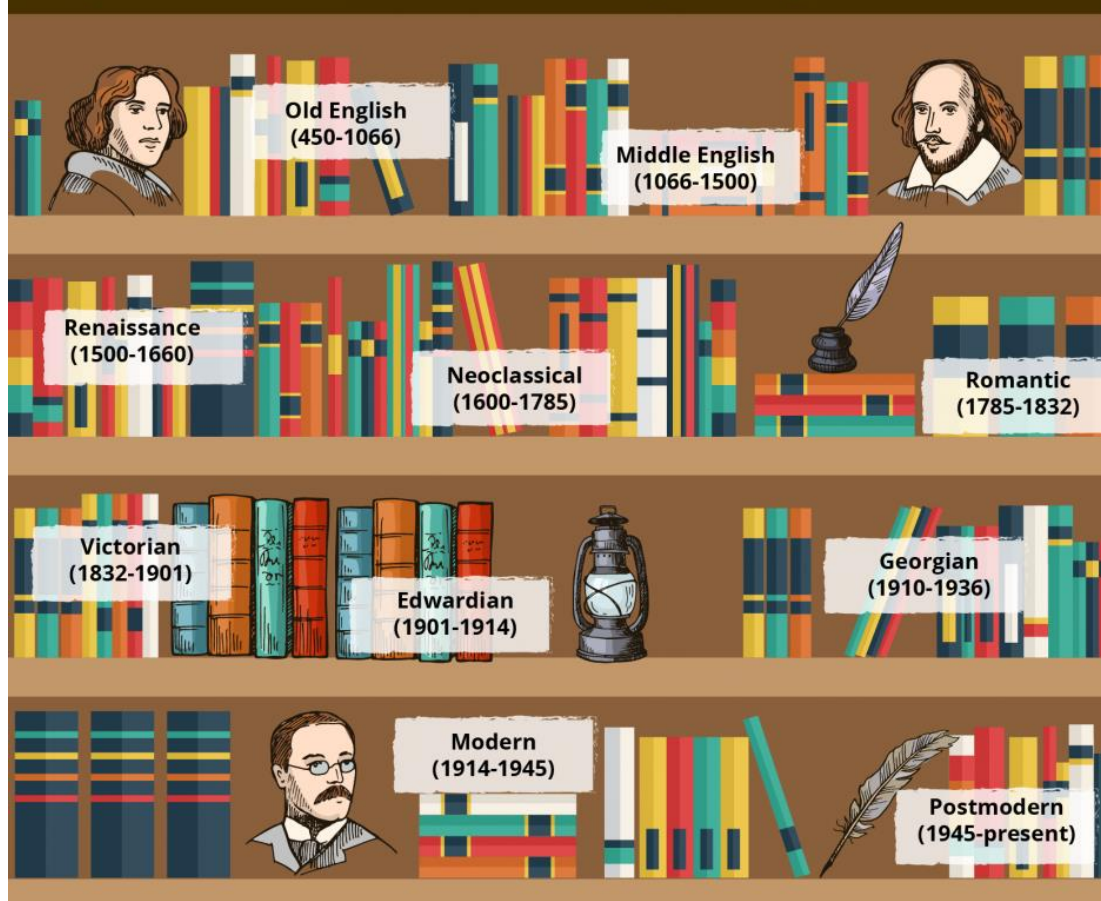
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Important Periods in the History of English Literature



Today a reader,
tomorrow a leader

~ Margaret Fuller

The
purpose of
literature
is to turn
blood into
ink.

-T.S. Eliot



Extended Project Qualification

No of Units: 1

Awarding Board: Edexcel

Course Code: ZPJ30

Assessment Objectives:

AO1: Manage - Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.

AO2: Use resources - Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.

AO3: Develop and realise - Select and use a range of skills, including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes.

AO4: Review - Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.

Assessment:

Is normally by 5000 word dissertation, project log and a presentation.
The work is assessed internally before being moderated externally.

Further Information:

The Extended Project has no exams, just coursework, so if you're self-motivated and enjoy working independently – whether in a practical way, like designing or performing, or researching, investigating and writing – then the Extended Project is for you. You can:

- learn more about something that interests you
- investigate a controversial topic
- expand your knowledge of one of your A level subjects
- gain practical skills that will help you in Higher Education and the workplace

With Extended Project, you get a say in what you want to study. With the help of your teacher, you choose a topic to explore in-depth – one that interests you, which you might like to study in Higher Education, or pursue as a career.

Further info contact: Mr A Brennand and Ms N Biggs

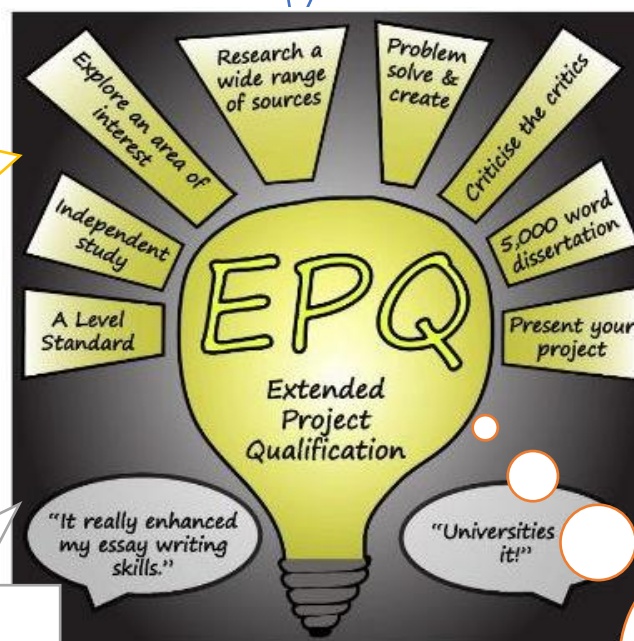
EXTENDED PROJECT QUALIFICATION

► Can Mentally Ill Patients Commit Crime?

► Does Love Exist?

Is violence necessary for any Social change?

Does marriage have a future?



How can we use game theory in everyday life?

► Does Our Understanding of the Birth of the Universe Negate the Existence of a Creator?

Does music therapy work for autistic children?



Geography

No of Units: 3

Awarding Board: AQA

Course Code: 7037

Unit Outline:

Paper 1: Physical Geography

Section A: Water and carbon cycles

Section B: Coastal systems and landscapes

Section C: Hazards

Paper 2: Human Geography

Section A: Global systems and global governance

Section B: Changing places

Section C: Contemporary urban environments



Geographical investigation

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

Assessment:

Paper 1: Written exam: 2 hours 30 minutes and 40% of A-level

Paper 2: Written exam: 2 hours 30 minutes and 40% of A-level

Geographical Investigation: Independent report; 3,000–4,000 words and 20% of A-level

Further Information:

A recent article in The Guardian reflected on the increased popularity of Geography as an A level option across Britain. The traditional content, the transferable skills and the unique prospective are attracting a new cohort of pupils, while remaining attractive to employers and universities alike.

Geography at Kirkbie Kendal was ahead of this curve – we have long been a popular choice at GCSE and A level. The new and modern AQA course has many topics; all units are tested by examination with the exception of the independent project. This is a subject you should always consider!

If you are still not persuaded read this article in [Forbes](#). It outlines the case for 'Why Geography Should Be Part Of Every 21st Century Education'.

You will learn how to analyse and evaluate current geographical issues and develop practical research skills which prepare you for the demand of higher education or employment. If you are curious about the world, places, people and environments, are able to think independently and explore relationships- this is the course for you!

Trips:

A two day residential fieldtrip to the Liverpool area incorporating a coasts and urban day is planned. This will allow for the skills development prior to the collection of primary data for students' independent investigations. There will be a cost associated with the fieldtrips, we will keep this to a minimum, but approx. £90 for all trips.

'Destinations' of Former Students/Possible Career Links:

Urban & Rural planning; Civil Service; Environmental Control; National Park Management; Law; HM Services; Marketing; Engineering; Government; Teaching.

Further info contact: Mrs H Herbert

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Year 12 Visiting the Kent drainage basin



Liverpool adventures – Coastal landscapes



Year 12 in Iceland 2022



Liverpool adventures – Urban studies





Health and Social Care Cambridge Technical Diploma (Equivalent to two A levels)

No of Units: 12

Awarding Board: OCR

Course Code: 5833

Unit Outline:

There is a choice of a possible 25 Units of which candidate must complete 12 Units or 720 Guided Learning Hours with a mixture of 90, 60 and 30 GLH Units.

Assessment:

The course is a mixture of coursework and external exams 100% (7 coursework units and 5 external examinations)

The tasks range from written assignments and information posters, through to oral presentations. Units are graded Pass, Merit, Distinction and Distinction* (based on accrued points per unit)

Further Information:

The course is recognised by Universities and the grades achieved (Pass, Merit, Distinction and Distinction*) are given UCAS points equivalent to A level grades. The course counts as TWO A-level options and therefore is worth double UCAS points. The course has a number of attractions. There is a mixture of coursework and exams spread across the two years, to balance your workload. Coursework units are marked internally and then assessed by a visiting moderator. Some assignments will be written, whilst others will be based on information leaflets and posters. PowerPoint presentations also play a role in the course and the assessment process. There is practical work and the opportunity of work experience to supplement this course.

The course lends itself well to university work, with the nature of assignments and deadlines. The level of independent learning also benefits those wishing to attend university. The course has a balance of practical skills needed for anyone pursuing a career in health, social or child care settings.

In all, the course is a well-balanced introduction for those wishing to pursue a career in the health social or child care sector, whether through a university course or going straight into employment.

Trips:

There is the option to support the learning process with work experience as well as visits to a variety of care settings and visits from guest speakers.

'Destinations' of Former Students/Possible Career Links:

Students who achieve these awards will be prepared to enter a variety of HND or degree level courses in health, social and child care subjects or enter employment at trainee level within a wide range of health, social care and education settings: Nursing, Midwifery, Paramedics, also degrees in Health and Social Care, Primary and Nursery School teaching.

Further info contact: Mr J Shepherd

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History

No of Units: 4

Awarding Board: Edexcel

Course Code: Route E

Unit Outline:

The course:

Unit 1: Russia 1917-91: from Lenin to Yeltsin

Unit 2: Mao's China, 1949 - 76

Unit 3: The British Experience of Warfare, c.1790 -1918

Unit 4: Independent Historical Enquiry: The Holocaust

Assessment:

3 exams 80%; Coursework 20%

Russia: From Lenin to Yeltsin

Mao's China, 1949 - 76

The British Experience of Warfare 1790 - 1918

Independent historical enquiry: Origins of The Holocaust

Further Information:

History lessons at A level involve reading, discussion, use of sources and presentation work. This builds on work undertaken at GCSE but with a greater level of depth and analysis. Students taking history should enjoy reading and writing. Analytical essay writing skills will be developed through the course and it is these skills of analysing sources and constructing a detailed argument that will lead to success in the subject.

History is a popular subject with employers and universities because of the skills gained by those studying it. Historians learn the skills of analysing information, identifying key points, recognising bias and communicating this clearly.

Trips:

Conferences and outside speakers as and when appropriate.

Students have the opportunity to apply to the Holocaust Memorial Trust's annual Seminar series which includes a subsidised trip to Auschwitz- Birkenau in Poland.

'Destinations' of Former Students/Possible Career Links:

We have former students going on to a range of occupations, including teacher training, law, journalism, business and insurance work. History can lead to many different careers as its skills are easily transferred to a range of jobs.

Further info contact: Mr J Copeland

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A Level Students from KKS visit Auschwitz, Poland, as part of the Holocaust Memorial Trust's seminar series.

<p>Paper 1: Breadth study with interpretations</p> <p>30% A level 60% AS</p> <p>2 hours 15 minutes</p> <p>Students study one of eight options, e.g. Russia 1917–91: from Lenin to Yeltsin.</p> <p>Assessment</p> <p>Section A: one breadth essay</p> <p>Section B: one breadth essay</p> <p>Section C: one interpretations question</p> <p>External Examination</p>	<p>Paper 2: Depth study</p> <p>20% A level 40% AS</p> <p>1 hour 30 minutes</p> <p>Students study one depth study, e.g. Mao's China, 1945–76, which has a thematic connection to the breadth study in Paper 1, e.g. communism. There is a choice of two depth studies for each Paper 1 topic.</p> <p>Assessment</p> <p>Section A: one source question</p> <p>Section B: one depth essay</p> <p>External Examination</p>
<p>Paper 3: Themes in breadth with aspects in depth</p> <p>30% A level</p> <p>2 hours 15 minutes</p> <p>Students study one topic which covers at least 100 years, e.g. The British experience of warfare c1790–1918. The availability of options in Paper 3 is dependent on the topics studied in Papers 1 and 2 in order to meet the subject criteria requirements.</p> <p>Assessment</p> <p>Section A: one source question</p> <p>Section B: one depth essay</p> <p>Section C: one breadth essay</p> <p>External Examination</p>	<p>Coursework</p> <p>20% A level</p> <p>Students complete an independently researched enquiry on historical interpretations, e.g. the origins of WW1 or origins of the Cold War.</p> <p>Assessment</p> <p>3000-4000 word essay</p> <p>Internal Assessment and External Moderation</p>



Mathematics

Units: 3

Awarding Board: Edexcel

Course Code: 9MA0

Unit Outline:

There are 3 units in Maths at A2 level; Pure 1, Pure 2 and Applied 1. P1 and P2 are Pure Mathematics units where students cover the basic ideas of calculus, coordinate geometry and vectors. The Applied Mathematics unit covers Mechanics and Statistics. The Mechanics element deals with the laws which govern the ways in which objects move, whilst the Statistics component will give a greater insight into how data and probability are used in the real world.

Assessment:

3 exams are weighted at 33⅓ total A level marks.

Further Information:

The lessons have a traditional format but as the group sizes are smaller than those for GCSE, students have a greater opportunity to contribute to class discussion. ICT will be used for some aspects of the work.

Formal lessons are supported by tutorial sessions which take place twice a week.

Pure Mathematics will develop the fundamental ideas important to problem solving in the world of finance, science, engineering and medicine such as: what calculations enable us to optimise the profits in a business? How do we solve the equations needed to put a human being on the moon? What knowledge does an architect or surveyor need when planning a project such as the O2 or the new Wembley Stadium? How can probability be used to estimate the number of athletes taking steroids? How much confidence can doctors have in a test to detect carriers of a certain disease?

Students have said about Mathematics: *"Regular homework and regular feedback...I liked the structure."* And *"I chose Maths because of its excellent record for top grades."*

Mathematics lies at the heart of a great deal of human activity with important applications in many fields.

It therefore combines well with many other 'A' level subjects, particularly Physics, Chemistry, Biology, Design/Technology and Business Studies.

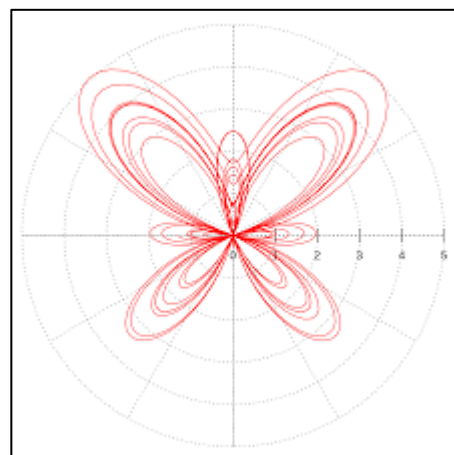
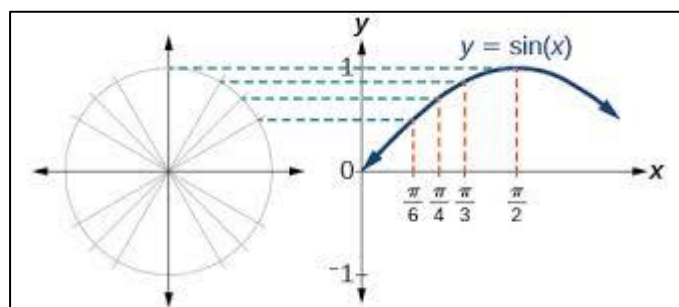
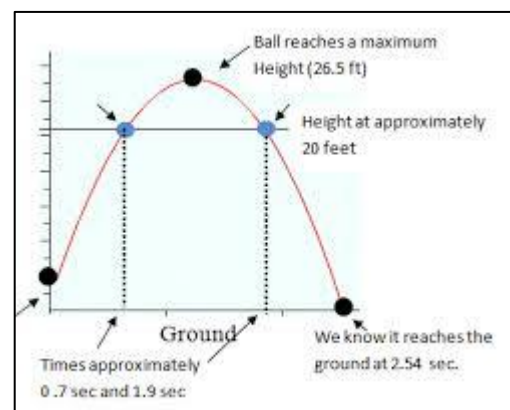
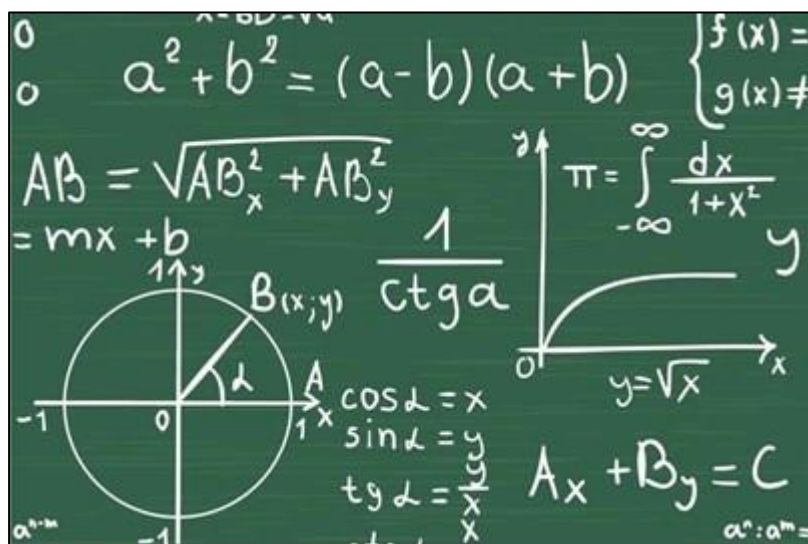
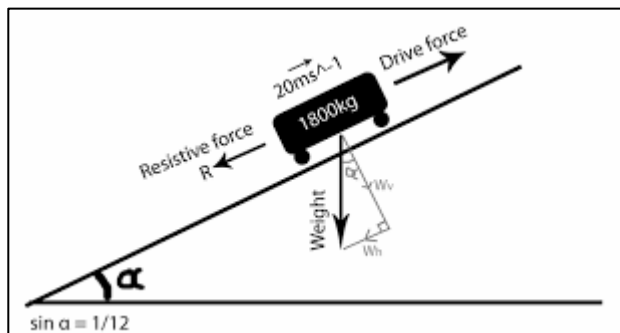
'Destinations' of Former Students/Possible Career Links:

Physics, Pharmacy, Electrical Engineering, Human Genetics, Midwifery, Physics with Particle Physics & Cosmology, Business Studies, Physics, Astrophysics and Cosmology, Medicine, Chemistry and Mathematics, Chemistry, Mathematics, Civil Engineering, Software Engineering, Economics, Financial and Business Economics, Mathematics and its Applications.

Further info contact: Mr D Causey

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Media Studies

No of Units: 4

Awarding Board: Cambridge International

Course Code: 9607

Unit Outline:

Unit 1: AS Foundation Portfolio (Coursework 25%) Year 1

Unit 2: AS Media Texts and contexts (Exam 25%) Year 1

Unit 3: A2 Media: Advanced Portfolio (Coursework 25%) Year 2

Unit 4: A2 Media: Critical Perspectives (Exam 25%) Year 2

Assessment:

Unit 1: Coursework - Candidates produce a media product that includes digital evidence of the process of their work and a creative critical reflection. Candidates work either individually or as part of a group to complete this coursework. Internally assessed and externally moderated (25%).

Unit 2: Media Texts and Contexts (Exam 2 hours)

Section A: Media texts. Candidates answer one question based on an unseen moving image extract.

Section B: Media contexts. Candidates answer one question from a choice of two questions based on a pre-prepared case study. Externally assessed (25%)

Unit 3: Coursework - Advanced Portfolio. Candidates produce a campaign of media products, digital evidence of the process of their work and reflect upon their finished products, in the form of an evaluative essay of around 1500 words. Candidates work either individually or as part of a group to complete this coursework. Internally assessed and externally moderated (25%).

Unit 4: Critical Perspectives (Exam 2 hours)

Section A: Media debates - Candidates answer two from a choice of three questions on pre-prepared topics.

Section B: Media ecology - Section B is synoptic, requiring candidates to demonstrate their knowledge and understanding of the key concepts of language, representation, industry and audience, studied throughout the course. Externally assessed (25%)

Further Information:

Vital in today's technologically advanced age, understanding of the media is key in navigating modern day society. Daily, we receive a wealth of images and information; inspiring, collaborative and creative, brutal, misleading and false. The media carries messages across multiple platforms designed to affect the way we think, what we buy and how we vote. Who do we believe?

Probably the most relevant subject to life in the 21st century, Media Studies perfectly compliments the study of English Language or Literature, Sociology, Psychology, Art and Design, and Technology.

Trips: Cinema trips, Bradford Museum of Film and Television. BBFC study day on censorship.

'Destinations' of Former Students/Possible Career Links:

Students have gone on to study degree level Media Studies, Graphic Design, Film Studies, Media Production, Journalism and Advertising, Fashion promotion with photography, Advertising and Television production and Comparative Literature and Culture with International Film.

Further info contact: Mr M Rogers

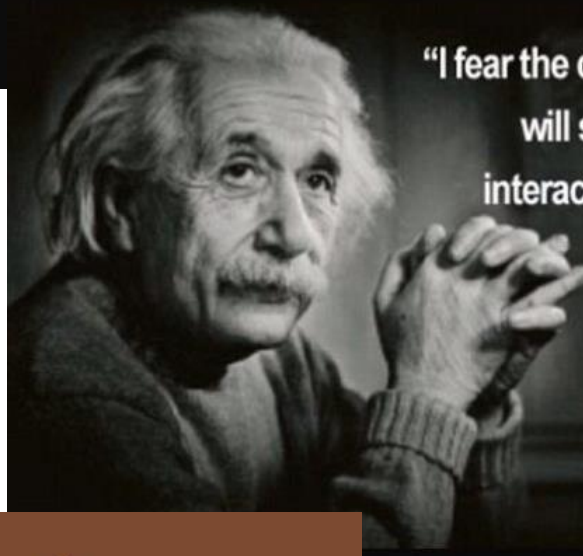
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Whoever controls the media,
controls the mind.

— *Jim Morrison* —



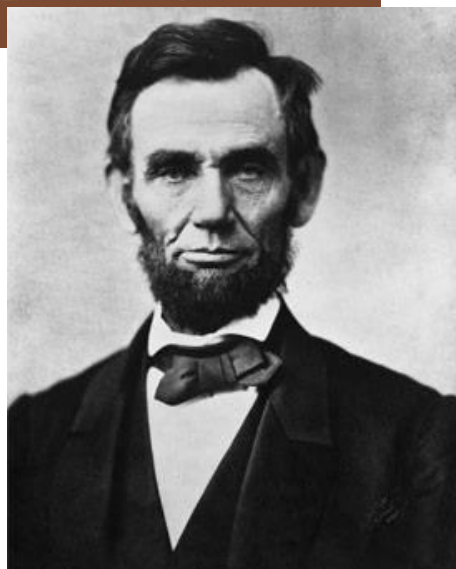
"I fear the day that technology
will surpass our human
interaction. The world will
have a generation
of idiots."

Albert Einstein



TECHNOLOGY IS WHAT
DESTROYED THE WORLD.
SOCIAL **MEDIA** GAVE
PEOPLE THE ILLUSION
THEY WERE **EQUAL.**

WWW.MAGICALQUOTE.COM
WILHEMINA VENABLE



"Don't believe
everything you
read on the
Internet just
because there's
a picture with a
quote next to it."

—Abraham Lincoln



Modern Foreign Languages (Spanish & German)

No of Units: 3 **Awarding Board:** AQA **Course Codes:** German 7662; Spanish 7692

Unit Outline:

Unit 1: Aspects of society, Artistic culture, Multiculturalism, Aspects of political life, Grammar.

Unit 2: Literary texts and films

Unit 3: Discussing a stimulus related to the themes from unit 1, an Individual Research Project

Assessment:

Paper 1: Listening, Reading & Writing 50%

Paper 2: Writing 20%

Paper 3: Speaking 30%

Further Information:

We believe the Languages curriculum naturally enhances the European awareness of students. Its aim is to foster a lifelong interest and enthusiasm for language learning and develops an understanding of the language and society in a variety of contexts, enabling students to take their place in a multilingual global society. During your period of Advanced Language Study you listen to and read a variety of authentic language from newspapers, magazines, the internet, apps, advertising, leaflets, the radio, film and literature and will be encouraged to develop your own research and opinions, analysing facts and presenting them in both writing and speaking.

To this end, across the two year course 4 fascinating topics are studied. Aspects of the Target-Language (TL) speaking society, such as the changing state of the Family, Digital world and Youth culture; Multiculturalism in TL speaking society to include Immigration, Integration, and Racism; Political and artistic culture, which includes Artistic culture in the TL speaking world, such as Festivals and tradition, Art and architecture, and Past & Present Cultural life in the society. Added together they give you, the learner, a feeling for what makes the society of the foreign-language country 'tick'. Students must study either one text and one film, or two texts from a list prescribed by the exam board, and then complete an individual research project where you identify a subject or a key question which is of interest to you and which relates to a country or countries where the TL is spoken.

Universities run courses involving 'traditional' languages and many are offering the unusual - e.g. Japanese, Chinese, Arabic, Welsh. Studying a language at University opens up an international dimension to your studies, from getting to know foreign students in this country to taking part of your course in the foreign country - which itself can lead to future employment prospects overseas. A Languages A Level also tells both Universities and employers a lot about you as a person, from having a self-reliant, hard-working ethos to being open to ideas from other cultures.

Trips: Work Experience placements can be arranged for interested students in Germany or Spain.

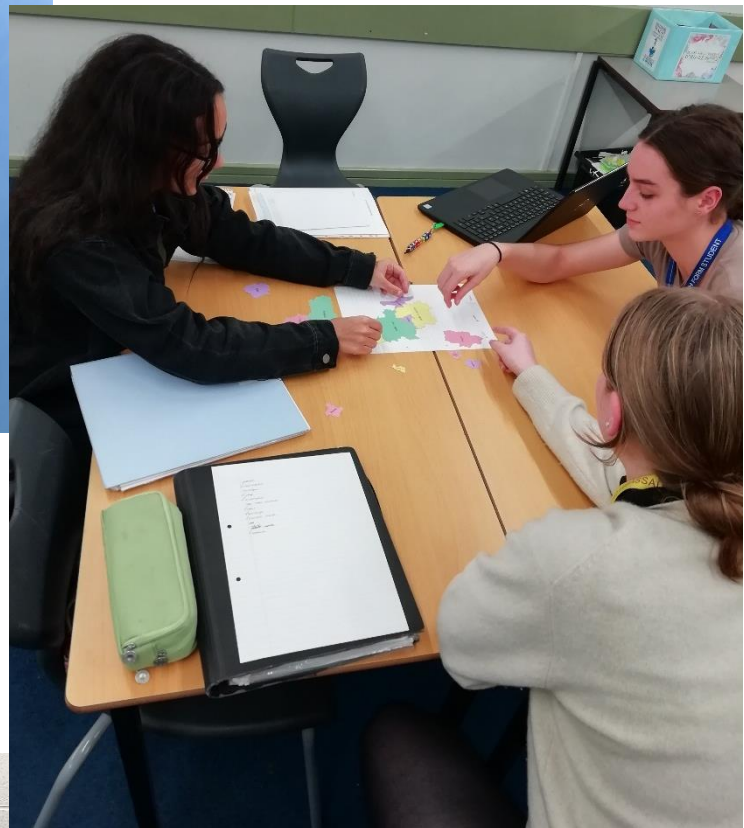
'Destinations' of Former Students/Possible Career Links:

Almost all students who complete a Language at A level usually go on to study languages in some form at University.

Further info contact: Ms R Pluckrose (Spanish), Miss D McDonald (German)

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Music – RSL Level 3

No of Units: 6

Awarding Board: RSL

Course Code: RSL Subsidiary Diploma for Music Practitioners

The RSL Subsidiary Diploma for Music Practitioners is equivalent to 1 GCE A Level. The qualification consists of two mandatory units plus 4 optional units chosen from a list of around 40. Optional units will be chosen based on student interest and skills.

Mandatory units:

Major Music Project
Planning a Career in Music

Example Optional Units available:

Music Events management, Music arranging, Music Composition, Lead Performer, Session Musician, Music Promotion, Music Marketing, Live Sound Engineering, Practical Harmony, Podcast and Radio, Music for Dance

Assessment:

The Subsidiary Diploma extends and deepens the specialist work-related focus from the BTEC Level 2 Diploma. The work is assessed through a controlled assessment and a coursework portfolio.

Further Information:

RSL Music is based on the practical skills of performance and a knowledge and understanding of the musical profession. The course allows a great deal of freedom, particularly in the music you choose to perform.

A popular unit is the 'Music Events Management' as this unit is concerned with all the roles involved in putting on a successful live performance. From the marketing manager to the stage manager, from the composers to the performers, all roles are equally as important. The emphasis of this unit is on an active contribution across several areas, including, but at the same time, going beyond rehearsal and performance. Learners will explore the different roles and processes involved in the live music industry giving them an awareness of the jobs available and the organisational processes that combine to make a successful event possible. Learners will undertake roles and responsibilities both individually and as part of a team. Initial team meetings will need to focus on commercial considerations.

Throughout the course learners will reflect upon how music constantly interacts with society, rather than simply being a separate disconnected static art-form unrelated to its context. This course allows learners to enjoy an in depth study of the factors influencing this relationship and shows how all people working with music, including Professional musicians, artists, producers and engineers, amateur music-makers and audiences, access and utilise the ability of music to enrich the contemporary society in which they live.

The mandatory units introduce learners to the many roles in the music industry, the expectations of the music industry and the possibilities of freelance work. As more and more artists explore the possibilities of promoting their own events and producing their own recordings, it is essential that they know the structure of the industry. The Major Music Project unit allows learners to develop their skills as a performer and to choose and perform suitable pieces of music from a given brief. Learners are encouraged to perform on a regular basis and are expected to maintain a regular practice routine as part of this unit.

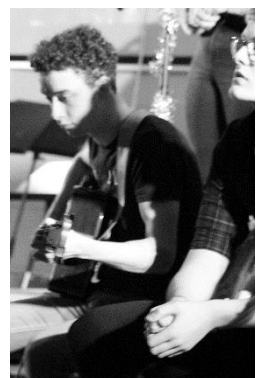
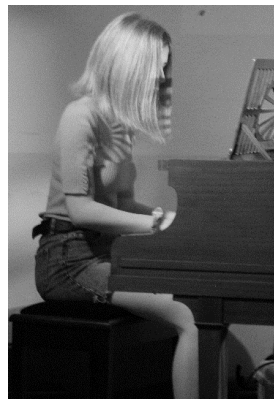
Trips: Radio stations, recording studios, concerts and performances.

Possible Career Destinations: Higher education degree (e.g. University of York, Leeds University) or into further training or employment in this sector including performing, events management, musical theatre, teaching, music technology, music arranging, marketing, arts administration.

For further information contact: Ms J Donald or Mr M Leadbeatter

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Physics

No of Units: 9

Awarding Board: AQA

Course Code: 7408

Unit Outline:

Unit 1: Measurements and their errors
Unit 2: Particles and radiation
Unit 3: Waves
Unit 4: Mechanics and materials
Unit 5: Electricity
Unit 6: Further mechanics and thermal physics
Unit 7: Fields and their consequences
Unit 8: Nuclear physics
Unit 9: Turning points in physics

Assessment:

Paper 1: Core units 1-5, 120 mins. 34% of A-level marks.
Paper 2: Core units 6-8, 120 mins. 34% of A-level marks.
Paper 3: Practical skills + option unit, 120 mins. 32% of A-level marks.

Further Information:

Physics can lead to an endless list of careers. It is a highly regarded subject with associated skills that are valuable across science and engineering. Physics can link well with the following subjects:

Biology	Medical physicist in hospital
Product Design	Designing cars
Maths	Alternative energy research
Computing	Work for NASA
Geology	Seismology
Music	Entertainment industry
Chemistry	Forensic scientist
French	Research at CERN

Trips and Extra-curricular opportunities:

A highlight of the course is the chance to visit CERN where students can see particle physics in action and explore the sights of Geneva. There are also opportunities to work in local industry to complete a CREST award.

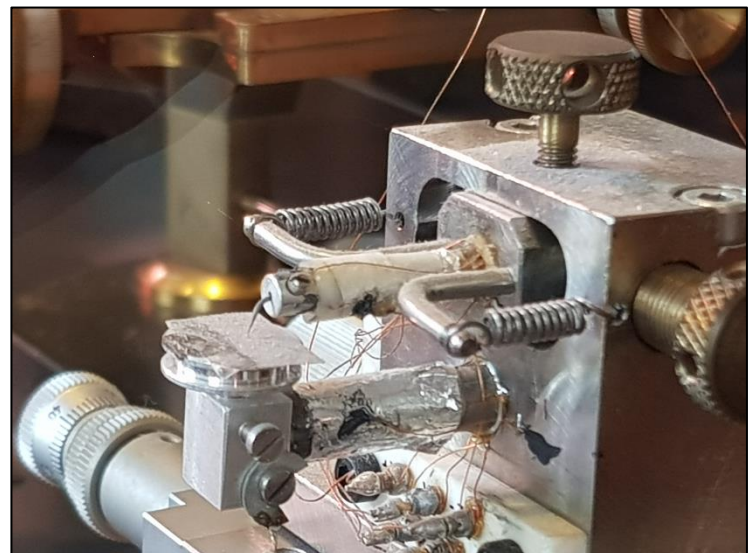
'Destinations' of Former Students/Possible Career Links:

Everything from Oxford & Cambridge to study Physics to a local engineering apprenticeship with BAE Systems. Students have gone on to do geophysics and work on oil rigs, some are optometrists or medical physicists in hospitals, others have gone into industry both here & abroad and some have gone into teaching.

Further info contact: Mr I Patrick or Mr B Hill

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Politics

No of Units: 3

Awarding Board: Edexcel

Course Code: 9PLO/01/02/3B

Unit Outline and Assessment:

Component 1 – UK Politics. There are five themes within this component: democracy and participation, political parties, electoral systems, voting behaviour and the media and core political ideas (conservatism, liberalism, socialism).

Component 2 - UK Government. There are five themes within this component: the constitution, parliament, Prime Minister and executive, relationships between the branches and political ideas (anarchism).

Component 3 – Global Politics. There are five themes within this component: sovereignty and globalisation, political and economic governance, human rights and the environment, regionalism and the European Union and comparative political theories.

Each module makes up a third of the qualification and has a two hour written exam.

Further Information:

‘Man is by nature a political animal’ – Aristotle

UK Politics. This component explores the nature of politics and how people engage in the political process in the UK. You will investigate how people and politics interact and focus on the role of political parties in contemporary politics. You will examine how electoral systems in the UK operate and how individuals are influenced in their voting behaviour and political actions. We will also consider the role of the media and you will examine voting patterns and voting behaviour.

UK Government. This component enables students to understand where, how and by whom political decisions are made. You will be introduced to the set of rules governing politics in the UK, the UK constitution. You will be introduced to the specific roles and powers of the different major branches of government as well as the relationships and balance of power between them. Students will also study anarchism and its aim of liberating people from political domination and economic exploitation.

Global Politics. We live in a complex world with significant challenges, including global terrorism, poverty, economic instability, failing states and environmental degradation; global politics gives students the opportunity to explore further these issues. You will gain an understanding of abstract political concepts through grounding them in contemporary real world examples and case studies that will develop an international awareness and knowledge of multiple perspectives.

Possible Career Links:

After the A-Level course is over a number of possibilities are open to you. It may be that you decide to extend your knowledge of politics by taking a university degree in the subject, or in a related area such as international relations. This might lead you to become involved in politics in a practical way – by working for a political research organisation or as an assistant to an MP, or possibly even by seeking election to local government or parliament. Who knows where A-Level politics may lead you?

Whether or not you decide to take politics further, you will have learned valuable skills that can be applied to a range of situations and disciplines. You will have learned how to select and analyse information, how to discriminate between different viewpoints and how to make a case. All of these are essential skills in a variety of career paths, including law, journalism, the media and the civil service. And of course you will never look at the news in the same way. You will have a deeper understanding of the stories behind the headlines, and be much better equipped to play your part as an active citizen in the world you are about to enter.

Further info contact: Mr A Brennand or Ms N Biggs

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D&T: Product Design (3-D Design)

No of Units: 3

Awarding Board: AQA

Course Code: 7552

Unit Outline:

Year 12 will begin designing & making a range of 'Skills Sticks' using Polymers, Woods & Metals, this will help students build up a wide variety of skills which will prove essential in subsequent projects. Year 12 students will also take part in a creative design project during which they will meet with a real life local client, work to a bespoke design brief and design and create the agreed project in a specified time frame. This will provide an insight into real life design and will also help foster community links.

Assessment:

Exam Paper 1: Technical Principles (120 marks)

Exam Paper 2: Designing & Making Principles (80 marks)

Non Examined Assessment (NEA): Coursework project

The course is assessed by a Non-Examined Assessment (NEA) project (50% of the final mark and two terminal examination papers at the end of Year 13. Paper 1 carries a 30% weighting and Paper 2 carries a 20% weighting.

Further Information:

Product design is a varied course encompassing all areas of graphics, electronics & materials. During the course you will learn about materials and components by studying and testing them. You will experience different manufacturing processes, product development & manufacture and different production systems. New technologies will be studied, including work on CAD/CAM.

Students need to be motivated and perceptive. You will be learning through hands-on making, lessons with multi-media and researching topics. ICT skills (including use of camera, computer, CAM equipment, e.g. CNC Routers, Laser Cutter, 3D Printer, Vinyl cutter) will also be developed along with drawing and graphical presentation techniques.

The course is a very practical one and it is highly valued by Universities. Arkwright Scholarships are available to students who have a career interest in Design, Engineering or Architecture in the widest sense. Scholarships are worth £600 over two years and students gain a valuable advantage when it comes to interviews for jobs/universities.

'Destinations' of Former Students/Possible Career Links:

Product Design, Electrical Engineering, Mechanical Engineering, Civil Engineering, Architecture, Advertising, Information Illustration, Teaching, Marine Engineering, Structural Engineering, Interior Design, Materials Science, Mining Engineer, Computer Games, Automotive Engineering, Multimedia & Graphic Design, Illustration Design as well as many non 'Technology' related courses e.g. Sport, Law, Psychology etc. Some students go onto Apprenticeships (e.g. Gilkes, BAE Systems, Siemens, etc.)

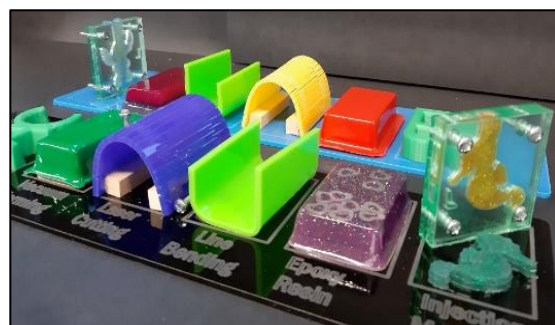
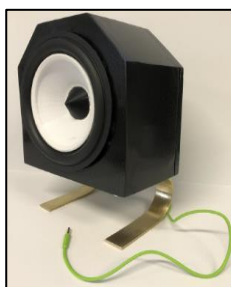
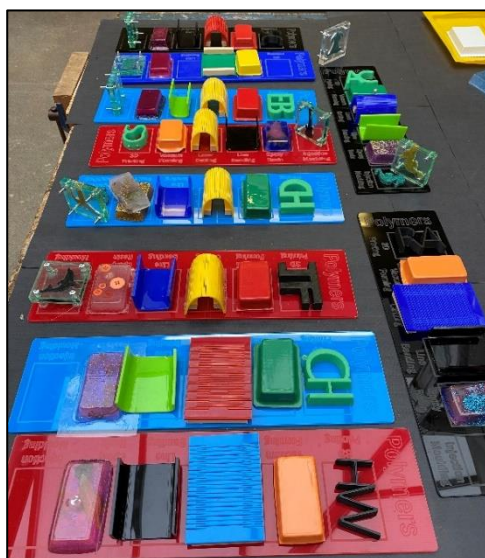
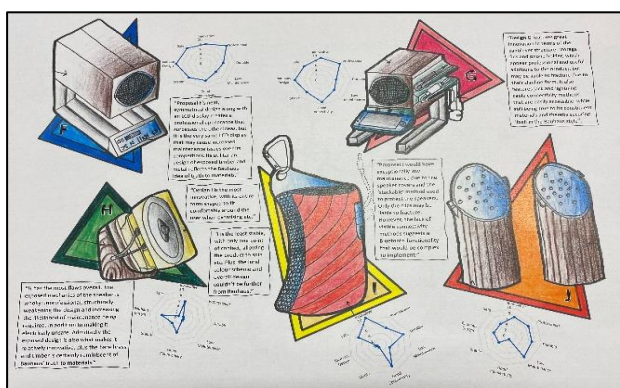
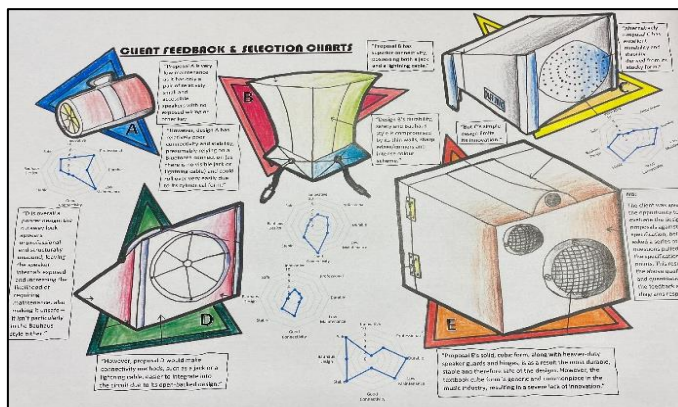
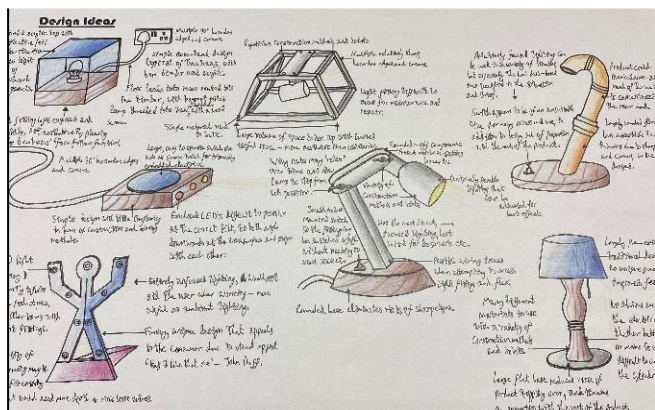
Further info contact: Miss L Baron

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Examples of A Level Product Design folder work and practical work.





Psychology

No of Units: 3 papers

Awarding Board: AQA

Course Code: 7182

Content:

Social influence – conformity and compliance

Memory – models of memory and eyewitness testimony

Attachment – caregiver – infant interactions, types of attachment and effects of institutionalisation

Approaches in Psychology – psychological theories and methods

Psychopathology – What is normal? Explaining abnormality

Research methods – Examining how psychologists carry out research and analyse their results

Biopsychology – Brain functions & plasticity, lateralisation and rhythms

Schizophrenia

Aggression or Forensic Psychology

Cognition and development

Assessment:

Paper 1 – Social influence, memory, attachment and psychopathology

Paper 2 – Approaches, biopsychology and research methods

Paper 3 – Issues and debates, schizophrenia, aggression, cognition and development

Further Information:

The subject requires a combination of essay skills, mathematical ability and a genuine interest in science and research. It requires students to be able to work and study independently and at a fast pace. Your assessment will come in the form of 3 final exam papers at the end of your 2 years of study, so you need revision skills and a good memory!

Many Psychology A Level students will go on to study psychology at university, however students also progress to NHS careers in nursing, medicine and physiotherapy, for example. This course is recognised by universities as a science because it contains a high proportion of biological analysis.

'Destinations' of Former Students/Possible Career Links:

Psychology at Durham, Manchester, York, Oxford, UEA, Newcastle and Liverpool.

Forensic Psychology at Chester.

Nursing/Midwifery at Liverpool and UCL.

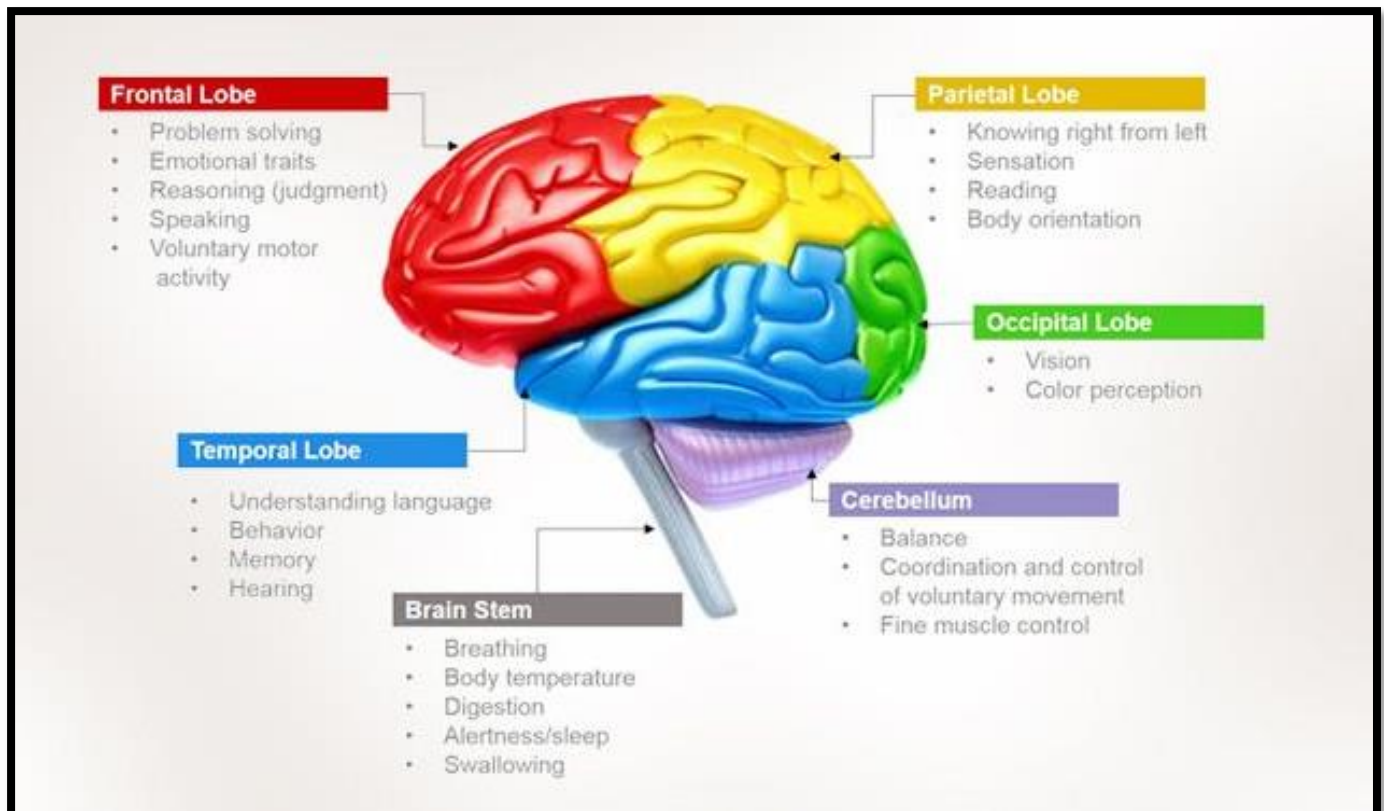
Teaching at Sheffield, Durham and Nottingham.

Medicine at Manchester and Newcastle.

Further info contact: Ms N Kuliszewski or Mr A Brennand

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Sociology

No of Units: 3

Awarding Board: AQA

Course Code: 7192

Content:

Sociology of the Family
Methods of Research
Sociology of Education
Beliefs in Society
Theory and Methods
Crime and Deviance

Assessment:

Paper 1: Education with Theory & Methods (2 hour exam), 33.3% of A level
Paper 2: Topics* (2 hour exam), 33.3% of A level
Paper 3: Crime & Deviance with Theory & Method (2 hour exam), 33.3% of A level

Further Information:

Sociology is the study of people's behaviour in social groups. Sociologists study social groups and their behaviour from different perspectives and theories, hence they do not often agree. From these different perspectives sociologists try to develop answers to a multitude of questions such as:-

What is happening to family life in multicultural Britain? What on earth is Globalisation?
Is organised religion a thing of the past? Are some social groups prone to committing crime?
What is wrong with our prison system?

There is no 'right' answer to these questions, but through creating balanced sociological arguments, students develop a broad understanding of social issues of the contemporary world in which we live. Classroom discussion can be 'lively' in the extreme as different opinions are aired.

Wide reading and an interest in current affairs are essential as all sociological arguments must be backed up by research, evidence and theory.

Sociology is highly enjoyable and relevant for undergraduate study in many areas including Media, Journalism, Law, Nursing and any Social Science.

Trips:

Sociology conferences. Others where relevant.

'Destinations' of Former Students/Possible Career Links:

Politics / English Literature / Psychiatric nursing / Primary Education / History / Law / Criminology / Social work.

Further info contact: Mrs S Seddon

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Whatever sociology may be, it is the
result of constantly asking the
question, what is the meaning of
this?

— *C. Wright Mills* —

AZ QUOTES





Sport & Physical Activity

Cambridge Technical Diploma (2 A levels) or Extended Certificate (1 A level)

No of Units: 7(Ext. Cert.) 12 (Dip)

Awarding Board: OCR

Course Code: 5829 / 5827

Unit Outline: Units covered will depend on the course you choose. Some units are mandatory, others are optional.

The units covered on the courses include areas such as:

Anatomy and Physiology (e.g. Unit 1 – Body Systems and the Effects of Physical Activity),
Biomechanics (e.g. Unit 10 – Biomechanics and Movement Analysis),
Sport Sociology (e.g. Unit 11 – Physical Activity for Specific Groups),
Health and Nutrition (e.g. Unit 12 – Nutrition and Diet for Sport and Exercise),
Coaching (e.g. Unit 2)

The units taught can be designed to suit the class.

Assessment:

The course is mainly coursework with a number of different tasks making up each unit. The tasks range from written assignments and information posters, through to oral presentations. There is also a Work Experience placement in January of Year 13. Work is graded Pass, Merit, Distinction and Distinction*. Units 1,2,3 & 4 have an external exam, taken in Year 12 which can be re-taken if necessary.

Further Information:

The course is recognised by Universities and the grades achieved (Pass, Merit, Distinction) are given UCAS points equivalent to A level grades. The Diploma counts as TWO A-level options and therefore is worth double UCAS points. The course has a number of attractions. There is no terminal exam at the end of Year 13. It is mainly based on assignments that are marked internally and then assessed by a visiting moderator. Some assignments will be written whilst others may be based on information leaflets and posters. Powerpoint presentations also play a role in the course and the assessment process. There is practical work, for example, in delivering coaching sessions.

Past students have gone on to study various sports courses at university or gone straight into employment. The course lends itself well to university work, with the nature of assignments and deadlines. The level of independent learning also benefits those wishing to attend university. The course has a balance of practical skills needed in a sporting environment from health and safety through to management. There is also an introduction into the sport sciences with biomechanics, psychology, physiology and social sciences all featuring in the various assignments.

In all, the course is a well-balanced introduction for those wishing to pursue a career in the sports field, whether through a university course or going straight into employment. All students will be actively involved in sports. They can also access mentoring with their chosen sport.

Trips / Employer Engagement:

We will visit different local sporting venues and businesses and will also have guest speakers attend. A key element of the course is working with local employers.

'Destinations' of Former Students/Possible Career Links:

Students have attended university on various sports related courses with hopes of careers in teaching, coaching, physiotherapy, nursing and outdoor education. Others have gone on to jobs, for instance in the Armed Forces

Further info contact: Mr L Plackett

Kirkbie Kendal School Sixth Form

Care • Hard Work • Resilience • Curiosity

