

# welcome

## 14-16 Curriculum

Our Curriculum is designed to provide students with a wide range of choices to suit students' strengths, interests and future aspirations. We want our students to thrive at KEVICC and develop a love of learning through the broad range of subjects on offer. We aim to carefully guide students onto courses which they will find exciting and enjoyable, but will also provide them with a solid base from which to progress at their next transition phase – Post 16 education and training.

Over the course of the information evening, through conversations with staff and tutors, and in this booklet, I hope you find the answers to all of your questions to help you make the right choices on into Key Stage 4.

The choices you will make this year mark an exciting stage in your school career. You'll decide which subjects to study in more depth and which ones to leave behind. Some students will know exactly what they'd like to do for GCSE, A' Level and professionally, and will welcome the opportunity to see their plans starting to take shape but for those who don't have a clear idea of their future direction, it can be very daunting. It's completely normal to have uncertain future career ideas at this stage and students need not be worried about their progression, there's plenty of time to decide.

However, there are two important pieces of advice:

Choose subjects that you love

Keep your options open by selecting a broad range of subjects

Ultimately, GCSEs are a stepping stone onto the next phases in life:

Post 16 Study – A ' Levels, Vocational Courses and Apprenticeships

Post 18 Study – University and Higher Level / Degree Level Apprenticeships

Employment

For this reason, whilst it's not necessary to know what you'd like to end up doing in your career, it is a good idea to start investigating the different options available to you further on in life, as the decisions you make now could affect your options later on.

Talk to teachers, talk to your tutor and older students. Find out exactly what the courses entail and how you'll be assessed. Is it all final exams or are the assessments spread out over the two years? Which of these would suit you better as a learner?

You'll have a tutorial meeting in the week beginning 3 February. This is when you'll discuss your final decisions with your tutor. In the meantime, I hope you find the process of making your choices supportive and stimulating.

**Ben Cotton**  
**Assistant Principal**

# 14-16 Curriculum

The Key Stage 4 Curriculum is comprised of core, compulsory subjects and four option subjects. One of the options choices must be from a prescribed “Guided Choice” list.

## Core Subjects

All students will study:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science
- Core Physical Education

## Science

Students will either study:

- GCSE Biology, GCSE Chemistry and GCSE Physics (Triple Science) - three GCSEs or
- GCSE Combined Science - two GCSEs

Should students wish to take Triple Science they will need to pick it as one of their ‘Open Choices’.

## Guided Choice (1)

Students must choose **ONE** of the following:

- GCSE French
- GCSE Spanish
- GCSE Computer Science
- GCSE History
- GCSE Geography

## Open Choices (3)

Students must choose **THREE** subjects from the following courses:

Vocational courses:

- Level 1 and Level 2 Certificate in Hospitality & Catering
- Btec Music
- Maths Additional (Level 3)

# 14-16 Curriculum

## GCSE courses:

- Art & Design
- Computer Science
- Dance
- Drama
- Film Studies
- French
- Geography
- History
- Media Studies
- Photography
- Physical Education
- Product Design
- Religion and Ethics
- Spanish
- Triple Science\*

\* Triple Scientists should be proficient in Mathematics and should be expected to achieve a GCSE Grade 6 or higher

## SEND

Students with additional needs who currently receive extra provision such as Thrive or Literacy Support, may be guided to take up fewer option choices to enable their provision to continue. The Learning Support department will conduct academic tutorial meetings in February to ensure students with SEND are supported onto the right courses.

## English Baccalaureate (EBacc)

The EBacc is a set of core subjects at GCSE that can help keep options open for further study and future careers. The EBacc includes:

- English Language and Literature
- Maths
- Combined Science
- Geography or History
- A language

Whilst this choice of subjects may not be right for all our students, a study by UCL Institute of Education shows that studying the EBacc can help provide greater academic career opportunities later in life.

# COMPULSORY COURSES

## ENGLISH LANGUAGE

## GCSE

**Exam Board: AQA**

**Compulsory**

### Assessment Structure

This is a linear course with two exams at the end of Year 11.

### Topics Studied

- A range of fiction from the 20th and 21st centuries.
- A range of literary non-fiction (such as journalism, diary writing, biographical and autobiographical writing, travel writing and letters) from the 19th, 20th and 21st centuries.
- Creative writing for a variety of purposes, audiences and in a variety of forms - with an emphasis on writing short, crafted and self-edited pieces.
- Speaking and Listening in a range of situations but focusing particularly on formal presentations.

### Why take this course?

- This is a Core course which must be taken by every student in the country.
- It is the qualification, along with Maths, which opens the door to further education and employment.
- It helps students gain experience of the world through breadth and depth of literary study and discussion.
- It builds on established literacy skills necessary to get along in life.

### Where could it lead?

#### Post 16

There are a wide range of Level 3 courses available for English. At Kennicott, this course can lead specifically to the combined English Language and Literature A Level.

#### Post 18

English is offered by almost every Higher Education provider in the country and students can further their study at any level of university, even following in the footsteps of one of our recent leavers who is now studying at Oxford University.

#### Career

English graduates find opportunities with many different employers. Public and private sector organisations such as the National Health Services (NHS), educational institutions, local and national government, financial and legal firms, and voluntary and charitable organisations employ English graduates in a range of roles. Other typical employers include: publishing companies, advertising, marketing and public relations agencies and media organisations.

**Contact: Miss S Killock**

# COMPULSORY COURSES

## ENGLISH LITERATURE

## GCSE

**Exam Board: AQA**

**Compulsory**

### Assessment Structure

This is a linear course with two exams at the end of Year 11.

### Topics Studied

- A play by William Shakespeare (Macbeth);
- A 19th century novel (A Christmas Carol by Charles Dickens);
- A modern play (DNA by Dennis Kelly);
- A selection of poetry from 1789 to the present.

### Why take this course?

An interesting and cultured course which helps develop skills in analysis and inference. It involves wide and deep reading of a range of British texts from Shakespeare to the present. There will be opportunities for drama and discussion throughout the course.

It is excellent preparation for A Level English Literature or A level English Language and Literature.

English Literature is the qualification that demonstrates to others that you are thoughtful and cultured. It also shows future employers that you are eloquent and can write intelligently.

### Where could it lead?

#### Post 16

There are a wide range of Level 3 courses available for English. At Kennicott, this course can lead specifically to the English Literature A Level.

#### Post 18

English is offered by almost every Higher Education provider in the country and students can further their study at any level of university, even following in the footsteps of one of our recent leavers who is now studying at Oxford University.

#### Career

The skills you gain through studying an English degree are marketable in most career areas. Jobs directly related to an English degree include: editorial assistant; lexicographer; magazine journalist; newspaper journalist; teacher or writer.

**Contact: Miss S Killock**



# COMPULSORY COURSES

## MATHEMATICS

## GCSE

**Exam Board: AQA**

**Compulsory**

### Assessment Structure

GCSE Mathematics has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9).

Students must take three question papers at the same tier. All question papers must be taken in the same series.

The information below is the same for both Foundation and Higher tiers.

#### Paper 1: non-calculator

#### Paper 2: calculator

#### Paper 3: calculator

What's Assessed

For all papers, content from any part of the specification may be assessed.

Questions

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

### Topics Studied

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures
- 5 Probability
- 6 Statistics

### Why take this course?

Maths is a wonderfully creative subject. At KEVICC, the dedicated team of skilled mathematicians is committed to ensuring that all students gain confidence with their problem solving, enabling them to learn to take risks. Students are encouraged to work collaboratively with the subject and soak up the enthusiasm the staff have for learning.

This course builds on skills developed through Key Stage 3 and assesses these skills in a linear system at the end of the course.

It requires commitment, dedication and independent study.

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# COMPULSORY COURSES

## Where could it lead?

### Post 16

We offer Mathematics and Further Mathematics here at KEVICC and many of our students go on to study Mathematics related to degrees at university. Along with the compulsory core modules, students have the opportunity to specialise in either applied mathematics or statistics.

**Further Maths** is studied alongside the normal maths A Level. Students experience many new and exciting areas of mathematics such as complex numbers and decision maths. The course is divided into two parts: Pure and Applied.

**Pure Maths** is the study of algebra, trigonometry, geometry and calculus and is essential for both the understanding of the subject and to provide tools to deal with real life applications.

**Applied Maths** is the study of the way in which Maths is used in life and is offered in three areas:

- Mechanics
- Decision Maths
- Statistics

**For AS Mathematics** you will study 3 modules: 2 pure modules (Core 1 and Core 2) and an applied module (either Statistics 1 or Mechanics 1).

**For A2 Mathematics** you will study Core 3, Core 4 and one Applied module, either Statistics 2 or Mechanics 2 depending on the route you chose in Year 12.

**Further Mathematics** in year 12 involves studying Core 1, Core 2, the three Applied modules detailed above and a further pure module, FP1. This course is designed for students who enjoy exploring the world of Mathematics and who have a real passion for the subject.

### Post 18

Mathematics is a valuable qualification for scientific, computing and engineering degrees and has links with many other subjects including Business Studies, Geography, Economics, Biology, Environmental Science and Psychology.

### Career

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. The list is endless.

For more information please visit the Maths Careers Website.

**Contact: Mr K Price**

# COMPULSORY COURSES

## SCIENCE

## GCSE

**Exam Board: AQA**

**Compulsory**

### Assessment Structure

100% Examination

### Topics Studied

**Biology:** Cell Biology and Organisation, Energy in Organisms, Infections and Response, Controlling the Internal Environment, Ecology and Inheritance and Evolution.

**Chemistry:** Atomic Structures, Bonding and Matter, Resources (Earth, Water and Atmosphere), Measuring Chemical Reactions, Analysing Chemicals, Chemical Changes, Reactivity, Chemistry in Industry and Using Resources.

**Physics:** Magnetism, Energy Forces, Electricity Waves, Atoms and Matter.

### Why take this course?

The GCSE is suitable for students of all abilities and the course encourages students to understand theoretical concepts alongside developing practical Science skills.

Students on KS3 Science, Maths and English grades of 6 and above can study at Triple level by selecting it as an option subject, all other students study 2 GCSEs.

The course is designed to give you more detail on the breadth of content that has already been introduced in KS3 as well as introducing new material. The programme sets out to try to give you an understanding the world around you as well as develop your thinking skills in analysis and using evidence; your mathematical skills by applying them to real experiments and your literacy skills in describing and explaining the science that has been studied.

#### The Combined GCSE course

Across Years 10 and 11 students follow a programme that covers topics in Biology, Chemistry and Physics. Unlike in previous versions of the course there is no controlled assessment based around practical work. In the final assessments there are 6 topics each with 1hr 15 min examinations.

### Where could it lead?

#### Post 16

Biology, Chemistry and Physics and Applied Science L3 Science at Kennicott.

#### Post 18

There are a wide variety of Higher Education Courses in the Sciences, including at Russell Group Universities.

### Career

There are many career opportunities in the field of science and technology, ranging through health and medical, research and development, conservation, engineering, teaching and industrial applications.

**Contact: Dr S Ruffle**



# COURSE INFORMATION

## ART & DESIGN

## GCSE

• **Exam Board: AQA**

**Open**

### Assessment Structure

- 60% Coursework
- 40% Exam

### Topics Studied

You will study the work of artists and designers and will have the opportunity for trips to galleries to see their work first hand. Projects will be directed by our teachers but there will be plenty of opportunity for development of individual ideas. Qualities you will need and develop include: flexibility, determination and a willingness to experiment and try new ideas and techniques.

Techniques taught during the course will include drawing, painting, ceramics, print making, digital photography, 3D cardboard construction and ICT aided design and research.

### Why take this course?

The Art and Design GCSE is a very successful course at KEVICC. The course is designed to allow students to work in a wide range of media, giving them a broad foundation. We believe that Art can truly change lives and that this course can equip candidates with valuable life skills as well as a rich subject knowledge. Lessons will help increase confidence, independent learning skills and many skills that will help students in later life. At a time in history when creativity is becoming more and more highly valued it is a great time to study Art and Design.

### Where could it lead?

#### Post 16

Many of our students go on to study Art at A Level and BTEC (level 3). Both courses are highly successful and many of our students continue studying Art at Post 18.

#### Post 18

Many of our students progress on to our very successful Foundation Art diploma which is a full-time, intensive but free course that many people liken to the first year of a degree. Many people who take this course use it to decide which of the many Art specialisms they want to focus on at degree level.

### Career

Careers in the Art and Design world are many and varied, including fine artists, illustrators, designers, "creatives", advertisers, architects, interior designers and fashion designers.

**Contact: Mr T Wightman**

# COURSE INFORMATION

## COMPUTER SCIENCE

GCSE

**Exam Board: AQA**

**Guided/Open**

### Assessment Structure

2 Exams - 80%  
Coursework - 20%

### Topics Studied

Students will study both practical and theoretical aspects of Computer Science. Much of the course will involve learning how to code programs that solve given problems using core programming techniques, such as selection and iteration, variables and data structures, arithmetic, relational and Boolean operators, reading from and writing to external files and using functions and procedures. Students will also learn how to include validation and user authentication and how to test their programs using different types of test data.

Understanding algorithms is a key part of the course, representing them as flowcharts or in pseudo code, checking them using trace tables and comparing algorithms for specific purposes. Theoretical topics covered include how computers store and represent data using binary, computer hardware, particularly how CPU and data storage devices work, computer networks, especially security methods and types of programming languages and software packages. Students will also study cyber security and the ethical, legal and environmental impacts of digital technology.

### Why take this course?

This course is ideal for students who have a keen interest in how computers work and how they are programmed. If you want to understand what goes on inside your digital devices or want to learn how to code your own application then GCSE Computer Science is for you.

### Where could it lead?

#### Post 16

A level Computer Science at our Sixth Form Centre at Kennicott or more specialised vocational course in computer hardware, network support and application development. Some employers may offer level 3 apprenticeships in Computing/IT for which GCSE Computer Science would be a great asset.

#### Post 18

Computer Science can be studied at most Universities, with a range of degree courses allowing students to specialise in a particular area of interest. Alternatively students might look for higher level apprenticeships in Computing or IT.

### Career

There are a wide range of careers available in Computing and IT, from technical support and software development, including games, apps and websites, to network security, working to prevent cyber attacks and the spreading of viruses.

**Contact: Mr J Hartridge**

# COURSE INFORMATION

**DANCE**

**GCSE**

**Exam Board: AQA**

**Open**

## Assessment Structure

70% Performance and Choreography (internally marked and moderated)  
40% Written examination

## Topics Studied

Performance

- Set phrases through a solo performance (approximately one minute in duration);
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

Choreography

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Appreciation

Questions - based on students' own practice in performance and choreography and the GCSE Dance

## Why take this course?

Started in year 9 as part of Fast Track GCSE Dance.

This course is aimed at selected students who wish to study dance in depth.

The course will encourage students to work collaboratively and independently on both solo and group choreography to nurture their creativity. Weekly technique classes work on your strength, flexibility, co-ordination, stamina and choreography classes provide you with an opportunity to explore your own creative dance ideas. In addition to the practical elements of the course, you will also study professional dance works and dance analysis. The programme combines the academic and practical elements of dance.

## Where could it lead?

### Post 16

Dance A Level at Kennicott.

### Post 18

There are a wide variety of Higher Education Courses in Dance.

## Career

GCSE Dance is suitable for anyone wanting to pursue the arts or dance in Higher Education, or as support for any course requiring good communication and group work skills. In addition to performing, choreographing and teaching, this course might lead to such diverse careers as dance therapy or journalism.

**Contact: Mrs S McInally**

# COURSE INFORMATION

**DRAMA**

**GCSE**

**Exam Board: OCR**

**Open**

## Assessment Structure

Components 1 and 2: 60%

Component 3: 40%

## Topics Studied

Component 1: Devising Drama

Non-exam assessment: internally assessed, externally moderated Learners will research and explore a stimulus, work collaboratively and create their own devised drama.

Component 2: Presenting and Performing Texts

Externally assessed by a visiting examiner. Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.

Component 3: Performance and Response

Written examination: 1 hour 30 minutes.

Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama.

Learners will analyse and evaluate a live theatre performance.

## Why take this course?

Drama is an excellent addition to all manner of subjects. The skills that you develop are not explicitly linked to 'acting and performance'. Whilst you will develop your understanding and approaches to creating original theatre, you will also benefit from working creatively, planning and creating work collaboratively. This requires you to develop your personal skills in negotiation, teamwork and problem solving, as well as building personal confidence to present your ideas to an audience. The course is exciting and allows you to work in a different way to most other lessons.

## Where could it lead?

### Post 16

A Level Theatre Studies.

### Post 18

Degree courses in Acting / Theatre Studies / Direction / Theatre History / Creative Writing / Technical Theatre / Drama School.

## Career

From performance roles to all aspects of technical theatre there are all sorts of jobs in the creative arts industry which is one of Britain's largest economical exports. Production management, lighting, acting, direction, set design, educational theatre, drama therapy, arts administration, theatre management, festival performance are a few examples of possible career pathways.

**Contact: Ms D Shaw**



# COURSE INFORMATION

## FILM STUDIES

GCSE

**Exam Board: WJEC**

**Open**

### Assessment Structure

70% Examination

30% Non-exam assessment (coursework)

### Topics Studied

Paper 1: US Film (35%)

Section A

US Film comparative study

Film: Rear Window & Witness

Section B

Key developments in film and film technology

Section C

US Independent Film

Film: Me Earl & the Dying Girl

Practical Production (30%)

Choose one of 2 Options:

Option 1: Filmed extract from a genre film (genre set by WJEC)

Option 2: Extract from a screenplay for a genre film (genre set by WJEC)

Paper 1: US Film (35%)

Section A

English Language Film

Film: District 9

Section B

Non-English Language Film

Film: Tsotsi

Section C

Contemporary UK Film

Film: Skyfall

### Why take this course?

This course is ideal for students who have a keen interest in how computers work and how they are programmed. If you want to understand what goes on inside your digital devices or want to learn how to code your own application then GCSE Computer Science is for you.

### Where could it lead?

#### Post 16

Film Studies A-Level at Kennicott.

#### Post 18

There are a wide variety of Higher Education Courses in Film Studies, including at Russell Group Universities.

### Career

Most graduates find jobs within the art/design/culture sector and, within the film industry itself as directors, video/film recorder operators and broadcasters. Within the film, TV and video industries roles may include film/video/television editor, camera operator, photographer, art director, TV or film producer or production assistant, runner, location/props manager or programme researcher.

**Contact: Mr D Chilton**

# COURSE INFORMATION

**FRENCH**

**GCSE**

**Exam Board: AQA**

**Guided/Open**

## Assessment Structure

100% Examination:

25% Reading

25% Listening

25% Writing

25% Speaking

## Topics Studied

Topics include identity and culture, relationships, technology, global areas of interest, social issues, travel and tourism and current and future study and employment.

During the course you will use both textbooks and authentic texts. You will also watch and listen to films and music in target language and complete vocabulary work using ICT.

## Why take this course?

Studying Modern Foreign Languages enables you to develop a huge range of skills. Good linguists are good communicators, with a strong grammatical knowledge and the ability to work both independently and cooperatively, with their classmates.

If you learn a language, you will be able to converse with people from other countries, watch films, read texts and understand music which otherwise would be inaccessible for you. At KS4, students will have the opportunity to work with foreign language assistants and participate in trips abroad. You will learn to understand not only the language but the culture of the country whose language you are studying.

## Where could it lead?

### Post 16

AS and A2 French is offered at Kennicott. Our students attain excellent results. They benefit from teaching by native speakers as well as weekly individual speaking sessions with Foreign Language Assistants.

### Post 18

There are a wide variety of Higher Education Courses in French, including at Russell Group Universities. Studying a language at a higher level opens the opportunity to study or work abroad. Students who study MFL at University can spend their third year in a foreign country. Programmes such as ERASMUS mean you can study abroad at very little cost, and jobs during a gap year abroad include being a languages assistant, a holiday rep or working in an office.

## Career

Employers recognise that languages are a useful skill and will value this qualification even if the career does not directly link to languages. Careers that directly link to MFL include being a translator, interpreter, teacher, civil servant or working in the tourist industry or in a foreign bank/company.

**Contact: Mrs D Burman**

# COURSE INFORMATION

**GEOGRAPHY**

**GCSE**

**Exam Board: AQA**

**Guided/Open**

## Assessment Structure

100% Examination

## Topics Studied

Paper 1: Living with the physical environment

- The challenge of natural hazards (tectonic hazards, tropical storms, extreme weather in the UK and climate change);
- Physical landscapes in the UK (coastal, river and glacial landscapes);
- The living world (tropical rainforest, hot deserts and cold environments).

Paper 2: Challenges in the human environment

- Urban issues and challenges (population growth, urbanisation, megacities and sustainability);
- The changing economic world (economic development, the development gap, managing development, TNCs and debt);
- The challenge of resource management (food, water and energy resources).

Paper 3: Geographical applications and skills

- Issue evaluation;
- Fieldwork;
- Geographical skills.

## Why take this course?

GCSE Geography enables students to have access to a wide range of possible career and Higher Education opportunities. You will learn and use a variety of transferable skills throughout the course.

## Where could it lead?

### Post 16

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.

### Post 18

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 and politics.

## Career

Students may opt upon a career focusing upon geographical techniques such as cartographers, or climate change analysts. Others may pursue a career in environment and development, examples include humanitarian programme manager and nature conservation Officer .

**Contact: Mrs N Clark**

# COURSE INFORMATION

## HISTORY

## GCSE

**Exam Board: OCR**

**Guided/Open**

### Assessment Structure

Five units - 20% each, tested in three examinations

### Topics Studied

Unit One: Thematic Study: Crime and Punishment c.1250 to Present

At times gruesome, always fascinating, murder and mayhem from Medieval Times to the present day.

Unit Two: British Depth Study: The Norman Conquest, 1065-87

Stormin' Normans: 1066 and all that!

Unit Three: Site Study: History Around Us

Hands on History: Exploring and evaluating a site of historical interest and its evolution over time.

Unit Four: Period Study: The Making of America, 1789-1900

A 'Manifest Destiny' to rule the American Continent? Native Americans, cowboys and slavery.

Unit Five: World Depth Study: Living under Nazi Rule, 1933-45

The horrific impact Hitler's rule had on Germany, and occupied Europe.

### Why take this course?

History is a core subject in the English Baccalaureate. Government research has identified History as a highly valued and relevant subject that equips students with the skills of selection, analysis, presentation and debate: invaluable skills for the modern world that are essential for anyone aiming for the top in a profession.

### Where could it lead?

#### Post 16

A Level History is a highly respected qualification which is fantastic to study in its own right but is also a great companion subject, sitting as happily with English and Art as it does with Mathematics and Science.

#### Post 18

History is a flagship subject that can be studied at nearly every further educational establishment. At Universities, the History students form the heart of the institution being by nature discursive, vibrant and opinionated.

### Career

History's main strength is its versatility linking it to a wide range of possible careers. It is the historian's ability to analyse, evaluate and present information which is so highly valued. Careers directly linked to History are: law, journalism, criminology, police, politics, heritage management, architecture, medicine, science, archaeology, researchers and teaching, to name but a few!

**Contact: Mrs N Clark**

# COURSE INFORMATION

## HOSPITALITY and CATERING

Level 1 & 2

Exam Board: WJEC

Open

### Assessment Structure

Unit 1 - External online assessment; internal written assessment

Unit 2 - Internal written assessment.

### Topics Studied

- Develop knowledge and understanding of the catering and hospitality industry – including elements of business management, business strategy, the legal requirements around the industry and health and safety. Key questions include:- What job opportunities are there in the industry? How can food poisoning be prevented? What laws need to be considered when providing hospitality and catering? How do providers meet customers' needs? When opening a new outlet what factors need to be considered?
- Plan, prepare, cook and present nutritional dishes – including ingredient selection, cooking methods, hygiene, menus and combinations and presentation- Key questions include - Why should we follow storage recommendations on food products? Why do chefs need to consider the nutritional needs of their clients? Why are temperature probes used in the catering industry?

### Why take this course?

- This course has a balance of practical and theory around the catering and hospitality industry. It will include visits to and visits by local businesses and business people who work in the catering and hospitality industry.
- Assessment happens across the course and there is no GCSE-style examination at the end of year 11.

### Where could it lead?

#### Post 16

- As an accredited course it counts towards your portfolio of qualifications that will be part of the entry requirements for a variety of Post-16 courses.
- It is likely to be highly valued by businesses and institutions that offer Apprenticeships in the Hospitality and Catering industry.

#### Post 18

This qualification also supports learners to develop the essential employability skills that are valued by employers, further and higher education.

### Career

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success.

Contact: Mrs C Parker



# COURSE INFORMATION

## MATHS (ADDITIONAL)

Free Standing Qualification (Advanced) Level 3

**Exam Board: OCR**

**Open**

### Assessment Structure

100% Examination

### Topics Studied

On this course, you will study four key areas of pure mathematics:

- Algebra; you will need a good understanding of algebra as you will continue to work on algebraic skills learnt at GCSE, but will also develop understanding of the factor & remainder theorem, inequalities, further manipulation of algebraic expressions, the binomial expansion & distribution and the applications it has to probability.
- Co-ordinate geometry; you will encounter further work on straight lines and inequalities as well as exploring the co-ordinate geometry of circles and the applications of linear programming.
- Trigonometry; in addition to fluently using the trigonometric ratios, sine & cosine rules, you will also use trigonometric identities to help solve trigonometric equations in given intervals.
- Calculus; this topic will be completely new to you. You will learn how to differentiate and integrate equations and the powers that this has to solve real life problems. You will develop an understanding for indefinite & definite integrals and be able to use them to find the area between 2 curves. This mathematical topic allows the relationship between time, speed, acceleration & velocity to be understood in the most attractive of ways.

### Why take this course?

This is an exciting opportunity to further your mathematical knowledge and will revive your love for mathematics and its applications to the real world.

### Where could it lead?

#### Post 16

The content of this course is contained in the AS units of most examining bodies. If you choose to study this course, you will therefore be well prepared to continue to study Mathematics at AS and A level. If you have studied this course you should also consider studying Further Mathematics at A level.

#### Post 18

This Additional Mathematics course is a level 3 qualification and UCAS points are awarded based on the grade you achieve. These can contribute towards University points offers.

### Career

Mathematicians are needed for a huge number of professions; from accountancy & financial services to automotive, construction & engineering, to healthcare, food & drink & pharmaceuticals to manufacturing, media & computing. Having a solid background in mathematics can lead you anywhere!

**Contact: Mr K Price**

# COURSE INFORMATION

## MEDIA STUDIES

## GCSE

**Exam Board: WJEC**

**Open**

### Assessment Structure

70% Examination

30% Controlled Assessment

### Topics Studied

Paper 1: Exploring Media Forms & Products (40%)

In this section you will be introduced to key media terms and apply these to an episode of Sherlock. You will then use these terms to analyse a variety of adverts, newspaper front pages and magazine covers for Section A of the exam. For Section B you use these terms to analyse film posters (Spectre), video games (Pokemon Go), newspapers (The Sun) and radio shows (The Archers).

Paper 2: Understanding Media Forms & Products (30%)

In this section we will use the key media terms studied for Paper 1 and apply these to music videos (Katy Perry, Pharrell Williams & Michael Jackson) and TV Crime Dramas (Luther & The Sweeney).

Practical Production (30%)

Firstly, students submit A Statement of Aims (250 words) and then choose one of following options from a Brief set by WJEC: Television: create a sequence or website, Advertising & Marketing of Music: create a music video or website, Advertising & Marketing of Film: create print-based marketing material for a new film, Magazines: create a new print or online magazine.

### Why take this course?

- Because it is something which you use, probably all the time. And this means you need to understand it, otherwise people can use it to control you.
- Because it's fun, most of the time. Sometimes it's depressing when you have to study TV News. Other times it's really fun when you get to study Sci-Fi movies, the Music Industry and create things with cameras.

Please note: due to the content of the new course Film Studies is a separate course to Media Studies and is taught over 2 years. If you want to take Media Studies AND Film Studies you'll have to choose both.

### Where could it lead?

#### Post 16

Media Studies A Level at Kennicott.

#### Post 18

There are a wide variety of Higher Education Courses in Media Studies, including at Russell Group Universities.

### Career

A job in the media. There are lots of jobs in the media. Everyone uses it now, so that means there are a lot of jobs. Some business areas, such as advertising, marketing and communications, may also utilise the creative and analytical abilities of Media Studies graduates.

**Contact: Mr D Chilton**

# COURSE INFORMATION

**MUSIC**

**BTEC**

**Exam Board: EdExcel**

**Open**

## Assessment Structure

75% Coursework

25% Written Examination

## Topics Studied

The course is divided into two parts, core units and optional units; students need to complete four units in total.

Core Units (mandatory):

The Music Industry External

Managing a Music Product Internal

Specialist units (optional):

Introducing Live Sound Internal

Introducing Music Composition Internal

Introducing Music Performance Internal

Introducing Music Recording Internal

Introducing Music Sequencing Internal

## Why take this course?

This is an ideal course for students who are motivated by the promotion, performance and production of music. Student performance is brought to life in a series of live shows and some aspects of recording. If you have a clear intention to enter the music industry as a performer, producer or manager the BTEC course will pave the way to showing you how the industry operates. As there is no specified requirement for instrumental skills this is an ideal course for those who enjoy working on the periphery of the arts or, equally, musicians who are keen to promote their own music.

## Where could it lead?

### Post 16

BTEC Level 3

### Post 18

There are a wide variety of Higher Education Courses in Music and Music Performance.

## Career

Many students who study BTEC Level 2 Music progress to Level 3 BTEC Music, College or University degree courses in order to begin a career as a professional musician. A strong grade in BTEC Music provides the basis for a range of Higher Education courses and areas of employment such as performance, music production, TV, theatre and film, computer games music, composition and arts management. Universities and employers often consider a music qualification as an asset to potential undergraduates or employees.

**Contact: Mrs N Hansford**

# COURSE INFORMATION

## PHOTOGRAPHY

## GCSE

**Exam Board: AQA**

**Open**

### Assessment Structure

60% Coursework Unit

40% Exam Unit

### Topics Studied

You will study the work of photographers and will have the opportunity for trips to galleries to see their work first hand. Projects will be directed by our teachers but there will be plenty of opportunity for development of individual ideas. Qualities you will need and develop include: flexibility, determination and a willingness to experiment and try new ideas and techniques.

You will explore aspects of some of the following topics: Cultures, Landscape and Local Environment, Experimental Creative Photography, Still life and Pinhole. Areas of study will include lighting, camera skills, editing on photoshop, creative photography and analysing photographs using a specialist vocabulary.

### Why take this course?

The Photography GCSE has been running for four years and the results have been consistently excellent. Photography is all around us and is very much part of our everyday lives. In this course you will explore the creative aspects of this subject under an "Art" umbrella.

The way we deliver the course allows students to immerse themselves in both the practical and theoretical study of Photography. At KEVICC, we are fortunate to have a range of Photography specific facilities and resources including a large darkroom, loan SLR cameras, studio lighting and the latest Adobe Photoshop software, all of which you will be able to access during the course.

### Where could it lead?

#### Post 16

Many of our students go on to study Photography at A Level. This course is highly successful and many of our students continue studying Photography at Post 18.

#### Post 18

Many of our students progress on to our very successful Foundation Art diploma which is a full-time, intensive but free course that many people liken to the first year of a degree. Many people who take this course use it to decide which of the many art specialisms they want to focus on at degree level.

### Career

Careers in Photography are becoming more and more varied and wide spread including fashion, advertising, photo journalism, documentary, press, graphic design and stock photography.

**Contact: Mr N Rangecroft**



# COURSE INFORMATION

## PHYSICAL EDUCATION

GCSE

**Exam Board: OCR**

**Open**

### Assessment Structure

60% Theory

30% Practical

10% Coursework

### Topics Studied

Students will have five hours of designated time for PE as an option subject. Of this time, students will receive one hour of practical sport, two hours spent studying Anatomy and Physiology and two hours studying Social cultural studies.

The practical aspect of the course makes up 30% of the overall grade. As such, students MUST be taking part in AT LEAST one sport outside of school, with a local club, consistently. This MUST, be a sport on the designated sports list from the DfE approved list for OCR GCSE PE. The Theory content is broken down in to two distinct areas. Students can expect to study the following:

Anatomy: Bones, Muscles, Movement, Planes, Axis, Levers, Effects of exercise, Cardiorespiratory systems.

Social Cultural: Participation, Commercialism, Drugs in sport, Ethics, Values, Safe participation and trends in sport.

### Why take this course?

There are two one-hour exam papers for bite size and more focused revision rather than one long paper. Both written papers include a range of question styles for easier access. You get to learn about the human body and the important role it plays in helping to produce movement as well as what current trends are happening in the world of sport. This course is fun and interesting. We encourage students to discuss with their teacher about what sports course will suit them best because the final decision will be that of the teacher

### Where could it lead?

#### Post 16

A level PE and OCR Cambridge Technical Courses.

#### Post 18

Students may progress to sports related degree courses, such as Sport Science, Sport Studies, Sport Therapy, Sport Media or Journalism, Sport Management, PE Teaching, Sport Coaching, Dance and Sport Law.

### Career

Students could also progress into the world of work in leisure and management, personal training, apprenticeships and coaching. Exit routes from the Higher Education degrees could lead into a variety of careers including; physiotherapy, teaching, working in the media or as a journalist or managing events.

**Contact: Mr D Gillard**

# COURSE INFORMATION

## PRODUCT DESIGN

GCSE

Exam Board: AQA

Open

### Assessment Structure

50% Examination

50% Controlled Assessment

### Topics Studied

#### Unit 1 Examination

The examination tests you on your understanding of all the topics covered during the course and your ability to design in a time situation. Questions are a mixture of multiple choice, short response, extended response and design tasks.

#### Unit 2 Controlled Assessment

The AQA exam board set the theme for each year's task. Students are able to develop highly personalised responses to these. The project is completed in and out of class time to allow for a more realistic simulation of design and making practice. There are opportunities to attend after College sessions to gain extra support with Controlled Assessments and to help develop your skills and this has meant that student results exceed their targets.

### Why take this course?

Product Design is an exciting, dynamic and creative design specialism, which gives you the chance to work on projects individually and in teams. The course is centred on designing and developing products in any material in the workshops and design studios. There is a strong emphasis on learning through practical work, reinforced by theoretical studies.

### Where could it lead?

#### Post 16

A' Level Product Design is the natural progression route for students. However, students can now also study the Btec Art and Design if they have studied Art at GCSE. At Post 16 level we now have a partnership agreement with Falmouth University who ensure any student who is predicted a 'B' grade or above will automatically receive an interview.

#### Post 18

Many of our Product Design students further their studies in the Product Design related courses across the country. The degrees they follow may be Product Design Engineering (Bsc) or other product design courses that award BA(Hons). Other students have chosen to follow courses in sustainable design, education, interior design, engineering and architecture.

### Career

Students who have completed the course have gone on to study product design, interior design, jewellery design, furniture design, architecture, engineering, exhibition design and model making. Many ex-students now work in product design companies nationally and attend some of the best educational design universities in the country.

Contact: Mr D Irish

# COURSE INFORMATION

## RELIGION AND ETHICS

GCSE

**Exam Board: AQA**

**Open**

### Assessment Structure

**100% Examination - 2 exams**

### Topics Studied

Study of two religions:

- Hinduism beliefs and teachings
- Hinduism practices
- Christianity beliefs and teachings
- Christianity practices

Study of two religions:

- Theme A: Relationships and families
- Theme B: Religion and matters of life
- Theme CE: Religion, crime and punishment
- Theme F: Religion, human rights and social justice

### Why take this course?

This highly successful subject consists of the study of Hinduism and Christianity, plus the discussion of a range of ethical and moral issues relevant in today's world. Students will need to be able to appreciate the religious viewpoints and formulate personal opinions. Methods of teaching include visits, visitors, role play, drama, debate, presentation and group work. To continue this subject, sensitivity and maturity is crucial due to the variety of ethical and moral dilemmas involved.

It is all about life and death issues that may change our lives.

It also deals with cultural issues and allows students to formulate their own personal beliefs. And opinions.

### Where could it lead?

#### Post 16

A Level Philosophy and Ethics .

#### Post 18

Degree in Philosophy and Ethics, Theology, Sociology, Philosophy, Psychology .

### Career

Employment and career value.

In the world of work, employers look for someone with an enquiring mind, an appreciation of different viewpoints, and an ability to come to clear balanced decisions. These skills are all developed through study of religion and ethics. If you want to work with people, in caring work, teaching, journalism, publishing, policing, with children, health, catering, leisure and tourism or to work abroad or in a cosmopolitan setting, this course will give you plenty to think about, and valuable expertise.

**Contact: Mrs N Clark**



# COURSE INFORMATION

**SPANISH**

**GCSE**

**Exam Board: AQA**

**Guided/Open**

## Assessment Structure

100% Examination:                      25% Reading                      25% Writing                      25% Listening

## Topics Studied

Topics include identity and culture, relationships, technology, global areas of interest, social issues, travel and tourism and current and future study and employment.

During the course you will use both textbooks and authentic texts. You will also watch and listen to films and music in Target Language and complete vocabulary work using ICT.

## Why take this course?

Studying Modern Foreign Languages enables you to develop a huge range of skills. Good linguists are good communicators, with a strong grammatical knowledge and the ability to work both independently and cooperatively, with their classmates.

If you learn a language, you will be able to converse with people from other countries, watch films, read texts and understand music which otherwise would be inaccessible for you. At KS4, students will have the opportunity to work with foreign language assistants and participate in trips abroad. You will learn to understand not only the language but the culture of the country whose language you are studying.

Students should only take this option if they have studied French at Key Stage 3.

## Where could it lead?

### Post 16

AS and A2 Spanish is offered at Kennicott. Our students attain excellent results. They benefit from teaching by native speakers as well as weekly individual speaking sessions with Foreign Language Assistants.

### Post 18

There are a wide variety of Higher Education Courses in Spanish, including at Russell Group Universities. Studying a language at a higher level opens the opportunity to study or work abroad. Students who study MFL at University can spend their third year in a foreign country. Programmes such as ERASMUS mean you can study abroad at very little cost, and jobs during a gap year abroad include being a languages assistant, a holiday rep or working in an office.

## Career

Employers recognise that languages are a useful skill and will value this qualification even if the career does not directly link to languages. Careers that directly link to MFL include being a translator, interpreter, teacher, civil servant or working in the tourist industry or in a foreign bank/company.

**Contact: Mrs D Burman**

# COURSE INFORMATION

**TRIPLE SCIENCE**

**GCSE**

**Exam Board: AQA**

**Open**

## Assessment Structure

100% Examination

## Topics Studied

<b>BIOLOGY:</b>	Cell Biology and Organisation, Energy in Organisms, Infections and Response, Controlling the Internal Environment, Ecology and Inheritance and Evolution.
<b>CHEMISTRY:</b>	Atomic Structures, Bonding and Matter, Resources (Earth, Water and Atmosphere), Measuring Chemical Reactions, Analysing Chemicals, Chemical Changes, Reactivity, Chemistry in Industry and Using Resources.
<b>PHYSICS:</b>	Magnetism, Energy, Forces, Electricity, Waves, Atoms and Matter.

## Why take this course?

Across Years 10 and 11 students follow a programme that covers topics in Biology, Chemistry and Physics. The extension topics mix some new material along with Combined GCSE material covered in greater depth. Unlike in previous versions of the course there is no controlled assessment based around practical work. The new qualification has compulsory practical work in the course that is examined during the terminal assessments at the end of Year 11.

Due to the challenging nature of this course, it is recommended that students should be targeting grade 6 or better in their English, Maths and Science when considering this course (please see the Science section in Compulsory Courses above for further details).

In the final assessments each subject's course content is split into 2 topics and there is a 1hr 45min examination of each topic. This means that triple science students take 6 examinations at the end of Year 11.

Students will get 3 science GCSE grades, the grading will change from A\*-G to 9 to 1.

## Where could it lead?

### Post 16

Biology, Chemistry and Physics and Applied Science L3 Science at Kennicott.

### Post 18

There are a wide variety of Higher Education Courses in the Sciences, including at Russell Group Universities.

## Career

There are many career opportunities in the field of science and technology, ranging through health and medical, research and development, conservation, engineering, teaching and industrial applications.

**Contact: Dr S Ruffle**