

The Sixth Form Guide 2008 – 2010

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6b = first year sixth (year 12)
6a = second year sixth (year 13)

This Guide can also be found at the School's website

www.kings-school.co.uk

THE SIXTH FORM

Introduction

The Sixth Form is an exciting place to be. Pupils find that they leave GCSEs behind very quickly and are soon involved in a variety of new pursuits, both inside and outside the classroom. Most find themselves stimulated by the extra knowledge that rapidly comes their way and by the chance to examine their chosen subjects in far more depth. Then, there is the ever-increasing realisation that school-life is nearing its conclusion: the opportunities generated by thoughts of universities and of GAP years are balanced by not too unhealthy fears about the responsibilities of choice and the need to attain their optimum grades.

Our role is to provide the necessary stimulation and motivation. We aim to make the Sixth Form experience both intrinsically and instrumentally worthwhile. But we also aim to encourage pupils to develop for themselves: education is a two-way process in which there is a positive dynamic between teacher and pupil. Teachers must be active, but so must their pupils: communication is the key. It is also not limited to the classroom: there is a great deal of value to be achieved in a wide-ranging programme of co-curricular academic and non-academic pursuits. We hope that this Guide provides an insight not only into the mechanics of the individual subjects on offer, but also into the wider picture of Sixth Form life.

Since the introduction of Curriculum 2000, first examined in 2001, all A Levels have been broken down into AS and A2 units: a full A level is a combination of the two. In addition, pupils have been encouraged to retain breadth and explore wider skills through broadening and enrichment programmes. Coupled with the huge amount of co-curricular opportunities on offer, we have always described our Sixth Form curriculum as 'A Levels plus...' Life at King's is certainly about the pursuit of academic excellence, but it is also about accepting opportunities and challenges which enhance the person in its widest sense. The normal academic programme of study at King's has been for pupils to take four subjects to AS level in 6b (Year 12) together with another enrichment or extension subject, and then to specialise in either three or four A2s the following year (our 6a, Year 13). With competition for university places increasing, many more pupils in recent years have either been taking four subjects through to A level, or they have added further enrichment through other courses on offer.

Post-16 education in England and Wales has been subject to much scrutiny in recent years and September 2008 will see some national changes. These can be summarised thus:

1. The first stage of a new National Diploma has been introduced containing a raft of new qualifications in addition to, or instead, of A Level.
2. At A Level, the *quantity* of assessment has been reduced, although the content remains largely the same, and most A levels will now be four rather than six units (2 at AS and 2 at A2).
3. More *stretching* questions are being introduced and an A* is being added to the final A Level grade (not available at AS Level).
4. An Extended Project (equivalent to 1 AS level) has been introduced.

For 2008-2010, we shall be continuing with our policy of teaching ‘A Levels plus...’ and this Guide outlines the choices on offer. We shall not be offering the National Diploma courses. There are other, of course, other qualifications on offer for post-16 study, notably the IB (International Baccalaureate) and, starting in September 2008, the Cambridge Pre-U. However, we believe that the A level system, of the type we have been delivering since 2000, best suits the pupils and ethos of the King’s School at the present time. That said, we also believe that the new Extended Project, if delivered in the right way, provides many opportunities to develop important skills that will serve them well when it comes to applying for university and for university life in general. Therefore, we shall be offering the Extended Project to all pupils, and, as long as it fits their curriculum combinations, providing the necessary teaching and mentoring.

Entrance pre-conditions

Our rules are that a pupil wishing to enter the Sixth Form:

- should have a commitment to a further two years of academic work in the context of a boarding school;
- should be able to choose a combination of subjects which will fully occupy him or her during the Sixth Form;
- should have at least grade B in the subjects to be studied at A Level (for mathematics, the sciences and modern languages A grades are almost essential if a pupil wishes to achieve a C grade, or better, at A Level);
- should have at least **seven GCSEs** at grade B or above.

We do, of course, hope that all will do well: most pupils at King's get far more than the minimum number of passes, and with good grades too. Typically over 90% get nine passes (A*-C grade) or more; indeed, in the last few years well over 70% of all grades were A* or A. This reinforces the need for a pupil to enter the Sixth Form with good grades: those with just a few B and C grades could well find themselves out of depth.

It is also important to point out that King's is not a sixth form college. It is a school in which pupils of ages 13 - 18 live together, and, whilst we give our sixth formers privileges and extra responsibilities, pupils are subject to the published school rules. Anyone entering the Sixth Form must be prepared to accept this basic understanding.

Sixth Form subjects are taught in class groups, usually with a maximum of 16-17 in 6b and 14-15 in 6a, though most classes are indeed much smaller. This means that pupils get the best of formal teaching and the interplay of discussion with their peers. But, it also demands high levels of individual responsibility in terms of motivation and behaviour. Pupils are expected to do work when it is set and to attend all available lessons: they can expect punishment if they fail to meet these obligations.

The Sixth Form Curriculum, 2008-2010

Pupils will begin 6b (Y12) studying four AS Levels and at least one enrichment or extension subject (from the E block). In most cases, this E block subject will provide pupils with skills and material which will help them construct their Extended Project. AS Levels will be examined at the end of 6b, but the Extended Project itself will not be started in earnest until the post-exam period: it will be submitted and assessed early in the 6a year.

Thus, the pattern of study for the 2008-2010 cohort of King's sixth formers will be as follows:

6b	Autumn	Lent	Summer (pre-exams)
	4 AS Levels 1 'E' subject	4 AS Levels 1 'E' subject	4 AS Levels 1 'E' subject
			<u>Summer (post exams)</u>
			Skills-based course UCAS and Careers Extended Project (EP) Introductions to A2

6a	Autumn	Lent	Summer (pre-exams)
	3+ A2s Optional 'E' subject	3+ A2s Optional 'E' subject	3+ A2s Optional 'E' subject
	Submit EP Presentation University applications		

The subjects in the Sixth Form curriculum are separated into option blocks. Pupils are asked to choose one subject from each block. The arrangement of the subjects within the blocks is largely on the basis of choices and combinations of subjects in previous years: to a large extent, it reflects demand. The provisional blocking system for the 2008-2010 cohort is published below. Each year there are some variations based upon pupil choices and we try our best to accommodate all 'sensible' combinations of subjects. *There may be a few combinations that are impossible.* After the first trawl of choices in February, the subject blocking becomes more final and we cannot guarantee to accommodate pupil changes. [See appendices 2 and 3 for examples of student programmes.]

PROVISIONAL 6B (Y12) SUBJECT BLOCKS

6b (2008-09)					
8 periods	8 periods	8 periods	8 periods	9 periods	
Block A	Block B	Block C	Block D	Block E ¹	Block E ²
AS	AS	AS	AS	AS-A2	(Global) Perspectives courses leading to the Extended Project
Art	Biology	Biology	Art	F Maths	
Chemistry	English	English	Biology	French A2	
Classical Civ	French	Design Tech	Chemistry	Music Tech AS	
Economics	History	Economics	Economics	ICT AS	
English	(Hist of Art)	Geography	English		
French	Economics	History	Geography	Arabic*	
Geology	Maths	Hist of Art	Geology	Italian*	
Greek	F Maths	Latin	German	Mandarin*	
History	Physics	Maths	History	Russian*	
Music	Religious St	F Maths	Physics		
Philosophy	Spanish	PE	Politics	French**	
Photography	Theatre St	Religious St	Spanish	German**	
Religious St				Spanish**	

- Pupils will only be expected to choose one 'E block' subject, though it should be possible for them to do one from E¹ and still choose one of the E² Perspectives.
- Pupils choosing Further Maths from blocks B or C do not need to choose Maths as well, but they do need to choose Further Maths from block E¹.
- * modern foreign language choices for Arabic, Italian, Mandarin and Russian will be available from beginners' level (*ab initio*) - though it is usually possible to cater for those who choose who have prior skills - and pupils will be expected to work towards a GCSE or an equivalent qualification. These courses will not necessarily lead towards the Extended Project.
- ** modern foreign language choices for French, German and Spanish are for those who have already taken GCSE, but are not taking AS level; these courses are designed to help those pupils keep their language skills and, at the same time, introduce pupils to European culture and politics in such a way that will allow the Extended Project to develop.

Choosing AS options (blocks A – D)

AS Levels (Advanced Subsidiary) are an ‘intermediate stage’ between GCSE and the final A Level. They have to be completed prior to the second stage, the A2. AS Levels are less demanding than A2s as they cover material in less depth. However, they still represent a significant advance from GCSE and pupils need to make informed and sensible choices.

In making their choices, pupils are urged to consider the following:

As a general rule, pupils should choose subjects which they find the most interesting, and which they can do best. However, they should always seek advice about suitability of subjects and of their chosen combination.

Pupils must be realistic – they should seek advice from their teachers as to their suitability for a sixth form course. This is especially the case in languages, mathematics and science.

Initial choices for AS level in 6b will be required early in February 2008, following the Fifth Form parents' consultation meetings.

Extension and Enrichment (block E): Perspectives Courses and the Extended Project

Unless they are art or music scholars, pupils must choose a subject from block E. For the most part, these courses are skills-based and all will eventually leading to a qualification. In addition, some courses will tie into and link with the school's activity programme. **Further details about these courses can be found later in this booklet, but a full synopsis of choices available will be published in May 2008.**

The Perspectives courses leading to the Extended Project represent a comparatively new departure. The exact nature and extent of the proposed courses at King's will be finalised and published later in this school year. They will be modelled on the Edexcel Perspectives on Science course (already offered) and will focus upon ethical discussion and critical reasoning with emphasis upon research, analysis and presentation skills. All courses will have an international and global theme. Assessment is by means of an Extended Project and a Presentation. They will be validated by Edexcel and will have the value of a full AS Level qualification.

In June 2005, the Colleges of Cambridge University published this statement about the Extended Project: *"We would want the project to develop in the student independent thinking, independent research skills, analytical skills, critical thinking skills, extended argumentation skills and essay writing skills, as well as basic presentation skills – the balance between these depending, of course, on the subject of study. If implemented and delivered properly, such a project would be enormously beneficial to students at whatever stage it was completed."*

The Post-AS Level Course

Unless they are taking A2 units early, all 6b pupils will be required to attend a school-based course after their AS level examinations. This course will include units in the following:

- (i) leadership skills;
- (ii) preparation for applying to university, GAP years, etc;
- (iii) careers beyond university;
- (iv) global and environmental concerns;
- (v) health and personal well-being;
- (vi) writing the Extended Project.

There will be visits and talks from outside experts/speakers.

During this course, pupils will be given time to write their own personal statements for UCAS and to research their Extended Projects. They will also have some introductory lessons in their A2 subjects.

The Summer Holiday

Pupils will be expected to press on with the research for their Extended Project.

We also encourage pupils to visit university towns and to seek some experience in the work-place.

The 6a (Y13) Year

Pupils will be expected to gain at least 3 C grades from their AS examinations to ensure their entrance into the A2 courses.

The A2 courses will begin in September and run throughout the year. Alongside their A2s, pupils will be given the first three weeks of term to complete their Extended Projects and their university applications. Extra 'E block' courses will be offered in Critical Thinking and ICT.

PROVISIONAL 6A (Y13) SUBJECT BLOCKS

Note that Blocks A and B swap between 6b and 6a, as do Blocks C and D.

6a (2009-10)					
8 periods	8 periods	8 periods	8 periods	9 periods	
Block A	Block B	Block C	Block D	Block E ¹	Block E ²
A2	A2	A2	A2	AS-A2	Complete the Extended Project (EP)
Biology	Art	Art	Biology	F Maths	
English	Chemistry	Biology	English	French A2	
French	Classical Civ	Chemistry	Design Tech	Music Tech AS	
History	Economics	Economics	Economics	ICT AS	
Hist of Art	English	English	Geography		
Economics	French	Geography	History	Arabic	
Maths	Geology	Geology	Hist of Art	Italian	
F Maths	Greek	German	Latin	Mandarin	
Physics	History	History	Maths	Russian	
Religious St	Music	Physics	F Maths		Preparation lessons for university and admissions tests
Spanish	Philosophy	Politics	PE	French	
Theatre St	Photography	Spanish	Religious St	German	Crit Think AS/A2
	Religious St			Spanish	ICT (ECDL)

Work Patterns and Monitoring Progress

Sixth formers are expected to work during the designated 'prep' times (7.30 - 9.15 p.m.) unless they are attending an approved academic event (see below on Sixth Form Talks and 'After Hours'). However, they will also need to find other time within the week to study. Therefore, most pupils find that they need to organise their own use of time very carefully - even more crucial with the tightly packed 6b curriculum. Their tutor helps them in this. It is very difficult to lay down any hard and fast requirements as to how much non-taught time should be spent working - the time spent on any subject will vary

according to the demands of coursework and modules. As a general rule, we suggest that they should spend between **three** and **four** hours out-of-classroom per week on each of their AS Level subjects and *at least five/six* hours per A2.

Internal monitoring of pupils' work will take place through the established tutor card system. During his/her AS and A2 courses, the pupil will be provided with a personal timetable of the examinations he/she is to be prepared for, when they will be sat, and all coursework deadlines. The pupil's tutor, housemaster/housemistress and the Head of Sixth Form will oversee the progress through the many different hurdles.

Holiday Work

Exeat	6b	6a
Autumn half-term	No new written work is set Background reading	Subject specific reading and preparation with attention to university applications and interviews
Christmas and New Year	Some directed reading	Revision work for January exams
Lent half-term	Some directed reading	Some directed reading
Easter	Directed revision work, past questions, etc	Directed revision work, past questions, etc
Summer half-term	Revision	Revision
Summer	Research for the Extended Project; writing the Extended Project Work experience University visits Wide general reading	

Geoff Cocksworth, Deputy Head Academic
Neil Warnick, Head of Sixth Form

Study Aids and Advice

Careers Advice

Careers advice is given on an individual basis within a more general programme, which extends throughout the Sixth Form and beyond. Many staff assist the Head of Careers who is available at lunchtimes to answer pupils' questions and at other times of day as well as the weekends, should parents visit. Throughout the following, 'university' is synonymous with both college and institute of higher education.

All those entering the Sixth Form take part in the Induction Course, examining study skills, the wider opportunities a modern Sixth Form education offers and the workings of the Library and ICT Centre at this level. There is also a small input from careers, setting the scene for the next twenty-one months. Our concern is that pupils settle into a working atmosphere in the first term. At the end of the term there is a comprehensive group meeting at which the 'university scene' and, even more important than that, the applications system operated by UCAS, are explained.

The second term sees pupils attending further group meetings. Some pre-university courses in medicine, etc. will be held this term and pupils would have had them recommended. There is encouragement to find suitable work experience for the Easter or Summer holidays, and to make the most of the 'After Hours' opportunities as well as to value Sixth Form talks. Members of 6b should now be making use of Careers information which is available online through the Intranet (the days of shelves of books and information sheets is long gone). For the OKS Careers Presentation about 15 OKS return to discuss their own career paths with small groups of 6b. We very much value the work of James Bartlett and James Phipson and their OKS team along with other OKS who assist us through the OKS Careers Advisory Service, which is there to put enquirers in touch with former pupils in particular careers so that they might find out more. (I hasten to add that it is not an employment agency!)

The third term is when the major decisions concerning choice of course are made. University Open Day visits are encouraged – but not too many, and group visits can be arranged to the more popular destinations. In the post AS period all pupils will be given specific advice about the application process. They will start filling in their UCAS application online and will also draft their own personal statements. Speakers will be invited in to encourage thoughts about careers and life beyond university Opportunities available for a gap year and the pros and cons of taking one will also be discussed.

With the results of the AS Levels indicating A2 Level potential, and the summer holiday to think choices, pupils return for their fourth term in September and it is time to complete their UCAS forms. Help is given with choice of university (and course, if needed at this stage!) and the final touches are made to section 10 – the personal statement – of the UCAS form. There are an increasing number of university tests sat in the fourth term either at or before interview – with testing for applications to Medicine and Law quite widespread. Mock interviews are available to those who ask and we have

our own file of interview reports from previous years' interviewees. It is also the time to apply for sponsorship from the Services (the Liaison Officers visit us termly), industry or commerce.

In the fifth term perhaps one pupil will apply for permanent employment after A Level. By the end of term, all pupils will have received their university replies and will have made their firm and insurance choices. It is vital that they take the advice on making their final two choices carefully.

The final term comes round surprisingly quickly and it is left for revision, exams and packing; however, after leaving King's, our pupils are not forgotten. We are open for two weeks after the publication of examination results in the summer, to help those who have missed their targets, those who have had a change of mind, those who did better than expected, and those who did not apply. Both the latter will go through the next UCAS cycle. We write to all our leavers twice in the four years after they have left to enquire how they are and ask for their written views on their courses and universities (more files kept in Careers). About 52% of out leavers take a year out involving, invariably involving charity work throughout the world. We also offer help to both undergraduates and graduates with CV writing and video interview training should they experience problems in the job market.

Virtually all our leavers (175 approx.) go on to university for a degree course each year. Perhaps four will go to Art College for a foundation year; four will head for the USA for a degree; one will start work; one or two will re-sit examinations – mostly for entry to veterinary or medical schools. I am always willing to discuss any aspect of careers with parents should they wish to get in touch via E-mail at careers@kings-school.co.uk.

It is our policy to pay particular attention to the needs of the less strong A Level candidates, to enable them to achieve just as much personal success as the highly academic pupils.

John Parker, Head of Careers

ICT - Computing Facilities

Facilities have recently been fully refurbished and upgraded. There are four large ICT labs for teaching purposes, two within the ICT block and a further two in the CDT building. There is a fifth lab that is available all day and during the evenings for informal pupil use. The machines are all high specification Pentium 4's with 17" flat screens. The whole school is extensively networked, including classrooms, the library and bedrooms/studies within the Houses. We currently have three wireless access hotspots around the school and this is likely to increase in the near future.

Pupils may purchase laptops via a school scheme or bring in their own equipment, which they may attach to the school network subject to certain conditions. The school belongs to the Microsoft Schools Agreement and currently runs Windows XP Professional and Office 2007 as the standard platform.

Internet access is via broadband and pupil use is filtered and monitored by a firewall.

Al Holland, Director of ICT

Library

The School Library and Information Service exists to support the studies and recreational needs of the students and staff. It is situated on the St Augustine's site in a beautiful building, offering a quiet welcoming environment for studying and reading. Library staff are always on hand to help with enquiries. There are over 30000 books, plus newspapers, magazines, DVDs, spoken word and music CDs. A selection of online sources is available through the library pages of the intranet, and library staff are happy to advise on the best way to find articles and other relevant information.

The computerised catalogue can be accessed from anywhere in the school via the intranet. In addition to desktop computers there are, 14 wireless laptops for use in the Library. Photocopying and scanning facilities and portable DVD players are also available. Pupils joining the Sixth Form are offered an evening induction session with workshops on library use and research skills.

Sixth Formers may borrow up to 10 books at a time, for a three-week loan period. Longer loans are available during preparation for coursework extended essays.

Opening hours are:

	Monday to Friday	9.00 a.m. – 10.00 p.m.
	Saturday	8.30 a.m. – 6 p.m.
	Sunday	11.00 a.m. – 10.00 p.m.

Sarah Gray, Librarian

Pupils requiring extra time in examinations

Evidence of need should be confirmed by a history of provision during the course within the School, supported by a report prepared by a qualified psychologist or a teacher holding a qualification recognised by the Joint Council for General Qualifications (www.jcgq.org.uk). The report should be forwarded directly to the School's Examinations Officer, to be kept on file.

Candidates who require use of a word-processor in essay subjects will need to have an assessment/report every two years and each report will be held on file.

Candidates who require extra time due to medical problems/conditions must produce a letter from their consultant/doctor confirming the problem/condition and this will be held on file. A new letter is required prior to each exam session.

Candidates whose first language is not English and who have been in the UK for less than 2 years at the time of an examination, may be permitted up to 25% additional time for use of a bi-lingual dictionary in some subjects.

For further information/clarification please contact the Examinations Officer.

Elaine McDowell, Examinations Officer

Learning support

Each academic department has a member of the teaching staff assigned to help those finding difficulties with the specific requirements of a subject.

Those with specific learning difficulties

The School does not have a specialist unit to give continuous extra teaching to those with significant learning difficulties. Those pupils with mild difficulties (such as certain levels of dyslexia) can be provided with appropriate specialist help as available. For an initial period such specialist help will be funded by the School; thereafter, should further teaching be required, funding becomes the responsibility of the parents.

The Nature and Type of Educational Support

Educational Support takes various forms:

- Individual support by a suitably qualified member of staff. This is usually on the recommendation of an Educational Psychologist or a qualified Specialist Teacher/Assessor, subsequent to a diagnostic testing. These lessons are 'tailor made' to suit the needs of the individual pupil. They may or may not follow a programme, but notes are kept on each session and a comment written on the pupil's tutor card.
- Mentoring. These sessions are individual lessons to help pupils raise their attainments. These pupils are not always on the special needs list, but it is felt they would benefit from suitable encouragement and help. A comment is written on the pupil's tutor card.

Any pupil may ask for help with study skills. The housemaster or housemistress and the tutor are always informed.

Michele Bradburn – Co-ordinator of Educational Support

Co-curricular Activities

Sixth Form Talks / Conferences / Expeditions

Many departments organise visiting speakers on a subject-specific basis (although these talks are open to students from any academic discipline), but there is also a talks' programme, designed to stimulate students in a wide variety of interests. Recent speakers have come from the worlds of outdoor pursuits, politics, theatre, business, medical ethics, academia, sport and the press.

In addition, many departments aim to take their students to at least one major conference each year and any glance at the calendar will reveal a variety of trips and expeditions outside term time. Recent examples of the latter include Geography to Morocco, Religious Studies to Egypt and the Sinai desert, Classics to Italy and Greece, Politics to Paris, History of Art to Rome and Florence, Spanish to Spain and Peru. There have been others arranged on a non-departmental basis.

Neil Warnick, Head of Sixth Form

'After Hours'

After Hours is a daily evening forum for any and all cultural enthusiasms, whether they inspire, provoke, instruct or simply seem great fun at the time. After Hours is about joining in and taking part. By branching off the narrow road of mainstream academic study, students can gain a fresh perspective, acquire a new interest, challenge their preconceptions, supplement their knowledge and enrich their minds. Although sometimes carrying a subject bias, After Hours activities are never mere extensions to the curricular programme. Often they have an interdisciplinary appeal and aim at a broad constituency. They always seek to provoke stimulation (be it intellectual or physical) within a structured and communal context.

Student initiatives are always encouraged when it comes to setting up After Hours activities. Identifying a current need is the first step to meeting it. Outside as well as resident expertise can be sought to provide the technical know-how, a number of on-site venues are available to host events, and the After Hours budget exists to fund worthwhile projects.

After Hours is by the students, for the students. Those who have become fully involved in the past in launching, organising and supporting After Hours activities have often been those whose UCAS testimonials have most caught the eye.

The weekly After Hours sheet advertises imminent events.

David Felton, i/c After Hours

Drama and Dance

The King's School has gained a well-deserved reputation for Drama and Dance both on and off the curriculum. A major school production is staged towards the end of the Autumn Term. Auditions are open to all year groups. In recent years the following main plays have been presented in the school theatre, St. Mary's Hall on Northgate: *The Resistible Rise of Arturo Ui* (2001), *Animal Farm* (2002), *Kes* (2003), *The Lark* (2004), *The Crucible* (2005). In 2007 we moved to the Marlowe Theatre where one hundred and fifty students performed five sell-out shows of *Les Miserables*. In addition, there are many other productions on a House, Year and School basis staged throughout the year. In the Autumn Term there are Senior and Junior House Drama Competitions and House plays. In the Lent Term there are more House plays, with the opportunity for students to mount their own productions if they wish. The Drama and Theatre Studies candidates in both 6b and 6a present their devised and scripted group practicals towards the end of this term. In the Summer Term the focus is on King's Week. Full scale productions, many performed outdoors in some of the beautiful settings the Cathedral Precincts offers for drama, have been mounted in the last three years of *A Servant to Two Masters*, *Twelfth Night*, *The Little Shop of Horrors*, *You Can't Take it With You*, *Macbeth*, *The Shoemaker's Holiday*, *An Italian Straw Hat*, *Rhinoceros*, and *A Midsummer Night's Dream*. Kidaco (the King's Dance Company) Meet throughout the year and produce a dance show for King's Week.

Students choosing to take Drama and Theatre Studies in the Sixth Form participate in school organised theatre visits both locally (e.g. at the Gulbenkian and Marlowe theatres in Canterbury) and nationally (e.g. Barbican Theatre, The Almeida, The Old Vic, The Royal National Theatre, Sadder's Wells Theatre, Young Vic etc.). Productions are selected to offer the widest possible range of dramatic genres and performance styles, including dance. Those seen in recent years include: *Tartuffe*, *Mascara Fogo*, *The Island*, *Così fan tutte*, *Electra*, *Four Nights in Knaresborough*, *All My Sons*, *The Threepenny Opera*, *Midnight's Children*, *A View from the Bridge*, *The Miser*, *She Stoops to Conquer*, *The Daughter-in-Law*, *Power*, *Three Sisters*, *The Lieutenant of Inishmore*, *The Pickled King*, *His Dark Materials*, *The Elephant Vanishes*, *Stuff Happens*, *Rigoletto*, *The Smallest Person*, etc.

We are always looking for those who are keen to work backstage on design, lighting, stage management and sound. We have our own Technical Manager, Steve Bree, who will show you the ropes.

Graham Sinclair, Director of Drama

Music

Music is a very important part of life at King's. We acknowledge and value all types of music-making and aim to provide the widest variety of performing opportunities for every pupil, regardless of his or her ability.

Instrumentalists are eligible for the following ensembles:

Symphony Orchestra: (2 rehearsals per week)	open to instrumentalists of Grade 6/7 standard or above, who are invited to join by the Director of Music upon the recommendation of instrumental teachers (See the Director of Music for more details.)
Wind Band (1 rehearsal pw):	open to woodwind, brass and percussion players (minimum standard Grade IV)
Sinfonia (1 rehearsal pw):	open to all string players who are not in the Symphony Orchestra
Chamber Music:	arranged by the Head of Strings and individual instrumental teachers. A wide variety of ensembles rehearse every week.
Big Band (Jazz):	run by pupils, and auditions are held at the beginning of the Autumn Term. There are also smaller groups such as the Trad Jazz and Modern Jazz ensembles.
Rock Bands:	several of these are running at any given time depending on the pupils available.

Singers are eligible for the following choirs:

Choral Society (1 rehearsal pw):	There is no audition for this large chorus, and anybody who enjoys singing is welcome. No previous experience is necessary.
Chapel Choir (2 rehearsals pw):	This is the main school choir and auditions are held at the beginning of the Autumn Term.

Crypt Choir (3 rehearsals pw):	High levels of sight-reading and vocal ability are required for this choir; entry is by audition and members of the Crypt Choir must also sing in the Chapel Choir.
King's Men and King's Swingers (2 rehearsals per week)	Male and female close harmony groups. Each group contains 7 or 8 singers and entry is by audition in September

There is a busy schedule of concerts every term. These range from a large choral / orchestral concert held in the Cathedral, through informal and House concerts to the festival known as King's Week at the end of the Summer Term, as well as concerts in London venues such as St John's, Smith Square and the Temple Church. There are also foreign tours. Over 500 instrumental lessons are given each week by a visiting staff of 36 teachers. Music scholarships are available to external candidates for entry into the Sixth Form. Music is also offered as an academic subject at A and AS Level (AQA). For further information on any of the above please see the Director of Music.

Howard Ionascu, Director of Music

Sport

The School believes that participation in a proper Games programme has a number of benefits, not just physical, and not least in enabling pupils to acquire skills and habits that will be valuable in later life. Hence those in the Sixth Form are required to do regular Games sessions each week.

The Games programme for the Sixth Form at King's is notable for the degree of choice available. In addition there is some flexibility over when the sessions take place. Of course it is expected that those with ability in one of the School's major games (those who have played in any school team before) would continue to play for one of the school teams. We have strong and extensive fixture lists and there are also opportunities to play in representative teams, as many of our pupils do. For those who do not have the skills or motivation to succeed in or enjoy those sports, there are a number of alternatives to choose from. The activities will be structured and in some there will also be the opportunity to compete for a school team. On the other hand, it may be that a pupil wishes to try something purely for recreation and there is scope for this approach too. For many of the sports, sessions take place at prescribed times for specific groups, but in some it is possible to take advantage of greater flexibility in planning a weekly programme. The options available to the Sixth Form during in Games time are:

Boys:

Autumn	Lent	Summer
Rugby	Hockey Rowing	Cricket Rowing
Cross-Country Fencing	Cross-Country Fencing Soccer Swimming	Athletics Swimming Tennis
Badminton Canoeing Golf Sailing Sculling Squash Swimming	Badminton Squash Weights Golf	Canoeing Golf Sailing

Girls:

Autumn	Lent	Summer
Hockey Lacrosse	Netball Rowing Lacrosse	Tennis Rowing
Cross-Country Fencing	Cross-Country Fencing Swimming	Athletics Fencing Swimming
Dance Yoga Rowing Swimming Aerobics	Dance Yoga Aerobics	Rounders Sailing Squash
Badminton Sailing Squash	Badminton Golf Sailing Squash	Aerobics Dance Golf Yoga

In addition to this, there are other opportunities to try at various times in the week – at lunchtimes, after school, and in the activities programme – a large number of other sports. These have included circuit training, climbing, dance, fly fishing, gymnastics, indoor hockey, mountain biking, judo, karate, petanque, riding, girls' rugby, shooting, table tennis, tai chi, tenpin bowling, trampolining, volleyball and yachting.

Richard Singfield, Director of Sport

Activities

All members of the 6th Form are expected to take part in our Thursday Afternoon Activities programme. This offers pupils the chance to take part in a wide variety of activities, ranging from CCF and the Duke of Edinburgh Award Scheme (for which the School has qualified assessors and supervisors), to Community Service and cultural and philosophical clubs. Some sports are also available, either for off-season training (ie. the 1st XI boys hockey and girls' netball squads train on Thursdays in Autumn Term in preparation for their main season during the Lent Term), or to experience sports that are not offered in our main games programme. Cultural activities include French and Spanish Film Societies, a Film Production Society and a society called *Broadening Horizons* which follows matters of interest in foreign cultural traditions. There are also Poetry and Philosophical Clubs. Examples of charitable activities include a Community Services Club, which engages in projects in the local area related to the homeless, aged and other socially disadvantaged members of the community, and also gives pupils the chance to help in local primary and prep schools.

Paul Taylor (Lower Master) i/c Co-curricular Activities

Young Enterprise

The Young Enterprise Company Programme is not a business game but a real business experience over a full academic year. Through Young Enterprise you will discover for yourselves how a company functions. You will develop new skills such as: working as a team; leadership; making presentations; planning; financial control; taking responsibility; the need for commitment to quality.

You must be a shareholder in your own company and may sell shares to others to raise the funding to start your company. Each company produces a final report and presents the company results to a shareholders' meeting.

The course involves 'formal' teaching of key business techniques and concepts. The areas that will be covered include such things as: how to construct a business plan; how to construct a profit and loss account; how to conduct market research; quality control; production techniques. You will then be required to attend weekly board meetings (these usually last one hour) and at least another hour per week making and selling your product.

Lynda Horn, i/c Young Enterprise

Debating

Debates are held on Friday evenings at 9.00 pm, during the Lent term, in the Gateway Chamber or in the Schoolroom. Sixth Formers also chair, time keep and help to organise the Motions for the junior debates, which are held during the Autumn Term. A school team competes in local and national competitions (e.g. Mace and Oxford Union).

In 2007, The School's Debating team came third in the England Final of the English Speaking Union Schools' Mace Competition.

Janice Reid

Model United Nations

Students work towards participating in a simulation of the General Assembly of the United Nations. This is for those students who are budding diplomats with a keen interest in World Politics. We take on a particular country/countries and study their position on a range of topical issues in preparation for the role play. Procedure of the United Nations is followed at all times. Students learn how to draft resolutions and fine tune their negotiation skills, so that conflicts can be resolved. In the future, we will travel to participate in MUNs held in this country, or perhaps further abroad - since this is a worldwide activity, the opportunities abound. This is stimulating and challenging fun and essential for those students who care about peace and co-operation in our world.

Deborah Ardley

Institute of Finance

The Securities and Investment Institute runs professional exams for people working in the City and their entry level exam is the Introduction to Investment. In Lent Term 2008 we are running a pilot for 6bs to cover the material of the syllabus for the exam. Running as a Thursday afternoon activity we are taking a chapter each week and after a short introduction researching the topics on the internet before discussing the information collectively at the end of the session. For those who want to sit the exam we are hoping to do some additional work after the AS exams in the Summer term. By having this qualification King's pupils will have a greater understanding of the various functions within the financial services industry. In addition, they will have something concrete to show employers that they have a genuine interest in a career in the City when it comes to applying for internships and later on employment.

Richard Ninham

Responsibilities and Social Life

As the most senior pupils in the School, all Sixth Formers are seen as having responsibility in terms of the example they set to the younger members of their House and School. However, some will be given extra positions of responsibility as monitors. The rôles that monitors play are vital both within the House and in the wider forum of the School community. **House Monitors** are appointed (although the system varies from House to House) towards the end of the 6b year. These monitors do nightly 'duty' in the House, as well as having a pastoral rôle, carrying out extra one-off duties (such as officiating at House events) and ensuring that House rules are observed. The monitors are an essential link between their Housemaster or Housemistress and the other pupils in the House. **School Monitors** (or 'purples') include the Captain and Vice-Captains of school, the Head and Deputy Head scholar, and the Heads of Houses. 'Purples' are the link between the pupils and the Headmaster, discussing ways of improving the School and organising events such as balls and concerts. All 'purples' have a general responsibility for keeping order and setting an example, and carry out duties such as supper leave checks and organising services. The 'Head of House' leads his or her House Monitors and takes on the senior organisational and pastoral rôle in the House. They also assist the Captain and Vice-Captain of School in ensuring that the School is running smoothly and carrying out duties that relate to the School as a whole.

All the school monitors meet regularly with the Headmaster, Lower Master, Senior Mistress and Head of Sixth Form to discuss matters arising from their experiences within the school. They also meet more informally once a week.

King's has a very friendly atmosphere and this is reflected in the social life of the pupils. 1995 saw the opening of the King's School Social Centre, a place where pupils from all Houses can meet and relax together. The main part of the Centre is open to the whole school and provides food and drink, pool, table tennis, table football and computer games. There is also a Junior Common Room bar, for those over seventeen, which opens Monday, Tuesday, Thursday and Saturday evenings between 9.15 and 10.15. 'Theme nights' are arranged from time to time and major events such as charity balls are held in the Centre or the Dining Room two or three times a year.

At weekends pupils in 6a and 6b are able to go out to a restaurant with their friends (Supper Leave) and on Saturday evenings the members of 6a are allowed to enjoy some of Canterbury's public houses (Saturday Night Leave). These opportunities apart, activities such as drama, music and sport provide an atmosphere that is both enjoyable and productive. With the large number of societies and clubs active during term time, it is hard not to get involved with life at King's.

Theodora Backhouse, Captain of School

SUBJECT ENTRIES

ART and DESIGN

The GCE in Art and Design Edexcel AS (8030) and A2 (9030) has been designed to encourage an adventurous and enquiring approach to art and design. It provides the opportunity to acquire a wide range of transferable skills that are of value in other areas of the curriculum. The focus is on art and design practice and the integration of history, theory, knowledge and understanding.

Pre-conditions

The normal pre-requisite for entry to the AS course would be a high grade in Art and Design at GCSE level. Students who have not taken GCSE may be admitted to the course if they can demonstrate a very high degree of creativity and visual awareness. Entry to the A2 course requires candidates to have completed the AS course. The courses will suit those who have an aptitude for the subject and an interest in visual language, with its expressive, communicative and cultural significance. It will equally suit those who wish to pursue further studies in Art and Design (including Architecture) as well as those who apply for non Art-related courses at university.

Subject Combinations

No particular combination of subjects is recommended since Art & Design can usefully co-ordinate with subjects across a wide range of Arts/Humanities/Sciences. In the light of individual needs, advice can be obtained from the Head of Art or from the Careers Department.

Course Content and Method of Examination

The AS component

The Advanced Subsidiary GCE consists of Units 1 and 2. It may be awarded as a separate qualification or count as 50 per cent of the Advanced GCE.

Unit 1: - Coursework - 60% of AS (30% of A Level)

Unit 1 submissions should include evidence of an exploration of a theme

- appropriate research and recording from primary sources
- selecting appropriate sources and contextual images for analysis, demonstrating understanding, meaning and context
- analysing and using sources and contexts to inform and inspire their own work
- development of ideas, ongoing analysis and review
- exploration of media and methods to record information and develop ideas

- synthesis of ideas and outcome(s) which connect with appropriate contexts.

Unit 2: Externally Set Assignment - 40% of AS (20% of A Level)

The Externally Set Assignment involves students showing evidence of the development of visual language skills in:

- generating a range of ideas
- appropriate research into sources and contexts
- primary recording and analysis of sources and contexts
- sensitive selection and exploration of media and processes
- development of ideas, review and refinement
- synthesis of ideas and outcome(s), which connect with appropriate contexts

Submissions must include:

- supporting studies, including sketchbook(s) and a range of preparatory studies making up the preparatory work
- unaided work produced under examination conditions in a period of eight hours

The Coursework unit and the Externally Set Assignment are both marked internally and are externally moderated by the Examination Board.

The A2 component

The Advanced GCE consists of the two AS units plus two A2 units (Units 3 and 4).

Students develop practical and theoretical knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images or artefacts
- how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts
- continuity and change in different genres, styles and traditions
- a working visual/written vocabulary and specialist terminology

Unit 3: Coursework - 30% of Advanced GCE

This unit incorporates two linked elements: a) Practical work and b) Personal study.

Practical work, which may include:

- student-selected focus
- appropriate research from primary and other sources and contexts
- ideas development
- media and process exploration
- a sustained practical investigation and ongoing review
- a personal response, demonstrating connections to contexts

A personal study, which may include:

- appropriate research from a range of contextual sources, related to ongoing practical work
- in-depth analysis and evaluation
- exploration of different aspects of historical and contemporary art, craft and design
- a list of references

The personal study should take the form of a written and illustrated dissertation. This may be:

- a study in book form, which may include images produced by the student, and is to include a written text of between 1000 and 3000 words
- a visual display of images collected or produced by the student with a written text of no fewer than 1000 words
- the student's own presentation on CD/DVD, with a text of no fewer than 1000 words
- the student's own moving image work/website, with a text of no fewer than 1000 words

Unit 4: Externally Set Assignment - 20% of Advanced GCE

The Externally Set Assignment represents the culmination of the Advanced GCE course in Art and Design.

- supporting studies, including sketchbook(s) and/or a range of preparatory studies making up the preparatory work
- unaided work produced under examination conditions in a period of 12 hours.

The Coursework unit and the Externally Set Assignment are both marked internally and are externally moderated by the Examination Board.

Further Education and Careers

Those wishing to pursue a career in Art & Design, including Graphics, Fashion, and 3-dimensional Design (including Architecture) will find the coursework portfolio and the GCE qualification of immense value. The A Level qualification is perfectly acceptable as a subject of entry to British universities. Other careers for which a background in Art and Design is relevant might include Advertising, Publishing, Marketing, Film, Television, Theatre, Museum or Gallery-based work, etc.

David Cameron, Head of Art

BIOLOGY

Pre-conditions

Candidates will be required to have gained a good grade in both Biology and Chemistry, or in double-award science, at GCSE.

Subject Combinations

It is not necessary to study Chemistry at A Level, but please note that candidates not offering Chemistry with Biology will severely limit their choice of courses in further education (see below).

Course Content

The AS course will comprise 3 units. Units 1 and 2 will be externally examined whilst unit 3 will be internally assessed and will involve some practical work. The A2 year also comprises 2 externally examined units (4 and 5) and will include synoptic questions. Unit 6 is again practically based and internally assessed.

- Unit 1: Biomolecules and blood circulation
- Unit 2: Cell biology and Biodiversity
- Unit 3: AS internal assessment
- Unit 4: Photosynthesis, global warming and disease
- Unit 5: Nervous system, homeostasis and respiration
- Unit 6: A2 internal assessment

Method of Examination

Units 1 and 2 will be taken in the summer of the 6b year (Year 12) and units 4 and 5 in the summer of the 6a year (Year 13). Practical tasks will take place over the two years.

Further Education and Careers

A good proportion of students who take A Level Biology go on to pursue a further education course in a Biological Science, Medicine, Veterinary Science or a related course such as Agriculture, Environmental Science or Biochemistry.

Stephen Winrow-Campbell, Head of Biology

CHEMISTRY

Pre-conditions

A prospective A level student should have a good grade (A*, A, B) in GCSE/IGCSE Chemistry or GCSE/IGCSE Science Double Award and a good grade in GCSE/IGCSE Mathematics (A*, A, B).

Subject Combinations

Chemistry is often described as the “central science”. While a few students may take Chemistry as their only science, usually it is best studied in combination with the other sciences and Mathematics.

The most typical combinations are:

- Chemistry/Physics/Mathematics or double Mathematics (best for Chemists and Engineers).
- Chemistry/Biology/Physics (for Medicine or Biology-related courses).
- Chemistry/Biology/Mathematics or double Mathematics (for Medicine or Biology-related courses).
- Chemistry/Geography or Geology/Biology or Physics or Mathematics (for Geographical or Geological courses).

However, significant numbers combine Chemistry with a Modern Language, English, History, Economics, Politics, Theatre Studies, Art etc.

Course Content

For several years we have used Edexcel for AS and A Level. All specifications will change from September 2008 but, at the present time of writing, we have not made a final decision as to which examination board we will use. It is likely to be Edexcel or OCR Chemistry Syllabus A. For details of their courses please consult the boards' websites: www.edexcel.org.uk www.ocr.org.uk . A decision will be taken early in 2008. Please consult the school website or contact the head of department if you require further information.

The course will give equal weighting to the three main branches of Chemistry: Physical, Inorganic and Organic. The course will be taught in a modular way, with modules 1 - 3 comprising the AS course (6b year) and modules 4 - 6 the A2 course (6a year). Modules 3 and 6 consist of practical coursework which will be assessed internally.

Two teachers teach each set and resetting takes place at the beginning of the 6a year.

Method of Examination

Units 1 - 3 will be taken at the end of the 6b year which gives students an AS in Chemistry. (It is hoped that most will wish to continue with the A2 course and achieve the full A Level, but some may wish to stop at this point.)

A2 These exams will be taken in June of the 6a year.

Further Education and Careers

A Level Chemistry is excellent preparation for most university science courses - including:

- Chemistry courses of all varieties
- All those under the heading of Biology* (essential for Medicine, Dentistry, Veterinary Science)
- Some Engineering courses (especially Chemical Engineering), and others under the heading of Physics
- Earth Science, Geology, Geochemistry, Geography
- Any course requiring numeracy and logical thought - Accountancy, Business Studies, Law etc.

* i.e. Agriculture, Biochemistry, Botany, Dentistry, Environmental Sciences, Food Sciences, Forensic Sciences, Medical Physics, Medicine, Microbiology, Pharmacy, Pharmacology, Physiology, Veterinary Science and Zoology.

Those who go on to study Chemistry at university may do research in the subject for a PhD and then may work in academia or the pharmaceutical industry. A Chemistry degree is often excellent preparation for a career in management, marketing, the Civil Service, accountancy etc.

Dr David Arnott, Head of Chemistry

CLASSICS – Latin and Greek

Pre-conditions

Pupils should choose Latin and/or Greek because they involve a stimulating combination of language, literature and history. High grades are attainable by any pupil who has done well at GCSE, is interested in the ancient world and is prepared to work. Pupils who have studied Greek and Latin as ‘Gratin’ will find that the time allocation for the separate subjects is much more generous at AS/A Level. Latin is studied for eight periods per week at AS and so is Greek.

Subject combination

Those who choose Greek usually combine it with Latin. Latin provides an obvious support for the study of English and Modern Languages and complements the study of History and other subjects including Classical Civilisation. There are few unwise combinations. Both Latin and Greek combine well with courses in the Arts & Humanities and also in the Mathematics and Science areas.

Course content and method of examination

The programme over the two sixth form years and the format of the AS and A2 examinations are similar in both languages.

A wider experience of language and literature work is offered, together with some exploration of the cultural background. A balance is struck between a sympathetic literary approach and accurate translation work. Unseen translation of a variety of passages is tackled alongside a programme of grammatical consolidation which ensures that pupils feel secure in their ability to translate to and from ancient languages.

The Department will follow the new OCR specifications. Details can be found on the OCR website (www.ocr.org.uk) or explained by the Head of Department. There are four units, two at AS and two at A2. There is no coursework.

Latin/Greek language (AS)

Candidates demonstrate their ability to translate from Latin/Greek into English. There is an option to translate from English into Latin/Greek.

Latin/Greek Verse and Prose Literature (AS)

Candidates develop their language skills through the study of prescribed verse and prose texts. They demonstrate their understanding of literary techniques and develop their skills of literary criticism.

Latin/ Greek Verse (A2)

Candidates study Latin verse through prescribed texts. They also respond to an unseen verse passage via comprehension questions and translation.

Latin/ Greek Prose (A2)

Candidates study prescribed prose texts. They also offer **either** an unseen prose translation with comprehension questions **or** a prose composition from English into Latin.

There is a flourishing Classical Society and pupils are encouraged to develop their interest in the Classical world by means of a variety of extra-curricular activities. Oxbridge preparation can take place under the auspices of the Pater Society; both students and invited speakers offer talks or workshops on Classical themes. Visits to the theatre and to study days and museums, are arranged as appropriate.

Further Education and Careers

Classics courses are available at most good universities. The study of Latin and Greek can lead to 'Greats' at Oxford or the Classical Tripos at Cambridge. Latin and Greek also provide a sound basis for courses that are not taught directly at school, such as Law and Oriental Languages. There is an ever-increasing range of combined courses at university such as Latin/English, Greek/Russian and Ancient/Modern History. New courses in Archaeology & Anthropology are also proving to be attractive to King's students.

The same wide variety of careers as for other Arts graduates is open to Classicists, and most employers view a Classics degree with enthusiasm. Many graduates practise Law or enter the Civil or Diplomatic Services; some go into Accounting or Computing while others enter the worlds of Commerce, Publishing or Journalism. Contrary to popular belief, few become teachers!

Janet Taylor, Head of Classics

CLASSICS – Classical Civilisation

Pre-conditions

Anyone can study Classical Civilisation at AS and A2 – it is not necessary to have studied Classical Civilisation or a Classical language at GCSE.

Everything is studied in English – as well as detailed reading of specified sections of the set texts, wider-ranging themes in literature are studied; examination of cultural or art and archaeological issues using primary evidence is a large part of some modules.

Subject combination

Classical Civilisation stands as a rounded subject in itself, but combines well with Classical Languages, English, Theatre Studies, History of Art, History, Modern Languages and Religious Studies. It also provides opportunities for pupils opting mainly for the Sciences or Mathematics in the Sixth Form to continue their interest from the GCSE years in literature, art and history, and to broaden their course of study.

Course content and method of examination

The programme over the two sixth form years and the format of the AS and A2 examinations are similar.

The Department follows the AQA specifications. Details of specific topics can be found on the AQA website (www.aqa.org.uk) or explained by the Head of Department.

Students study four modules over two years. The choice of topic may vary from year to year, depending on the interests of the teacher or the group. In AS Units 1 and 2, candidates answer one structured, source-based question from a choice of two and write a short essay; in A2 Units 3 and 4 follow the same pattern of assessment. There is no coursework.

AS	Unit1	Topics for study include <i>Greek Art and Architecture</i> or <i>Women in Athens and Rome</i>
AS	Unit 2	Topics for study include <i>Home's Iliad/Odyssey</i> or <i>Athenian vase-painting</i>
A2	Unit 3	Topics for study include <i>Mycenaean Civilisation</i> or <i>Greek Tragedy</i>
A2	Unit 4	Topics include <i>Socrates and Athens</i> or <i>Virgil and Roman Epic</i>

Visits to the British Museum and other museums are likely to form a part of the course of study for the art and architecture modules; there have been expeditions to Italy, Greece and Sicily too; expeditions to Classical sites will be arranged where possible: students who have become interested in archaeology often arrange work experience on digs or at museums in their holidays. The Pater Society offers a wide variety of talks and activities of interest to everyone studying Classical subjects.

Further Education and Careers

There are degree courses in Classical Civilisation at a wide range of universities. While some pupils continue their study of Classical Civilisation, others pursue courses in Archaeology & Anthropology, Theology or Philosophy.

The same wide variety of careers open to any Arts graduate is available to Classical Civilisation graduates and, while some are attracted to jobs involving research and presentational skills such as Journalism or Local Government, others pursue exciting careers in the Media.

Janet Taylor, Head of Classics

CRITICAL THINKING

Tests in critical thinking are becoming increasingly popular in assessing a candidate's ability for certain types of employment or for competitive courses in higher education. In 2003, many Cambridge Colleges introduced such tests as part of their entrance procedure and these are now becoming much more widespread. They have been fairly standard for admission to Law courses in America for some time.

The skills and techniques learnt and practised in Critical Thinking will form a major component of the Perspectives courses. However, anyone wanting to enter the Critical Thinking AS or A2 as a subject in its own right, will be provided with the required coaching and stimulus material. There will be a specific Critical Thinking course in 6a leading first to the aforementioned university admissions tests and then to the OCR examination.

The OCR course seeks "to bring together the skills involved in thinking and arguing in a critical and logical way. The aim is to provide candidates with a framework which can be applied in a practical manner to a range of materials, situations, problems and issues. There is not an obvious body of content to deliver, but rather a range of skills which candidates should be enabled to acquire."

The four units which comprise the complete A Level course indicate the value of this subject to students and its relevance to all areas of education:

- AS: Credibility of Evidence
 Assessing and Developing Argument
- A2: Resolution of Dilemmas
 Critical Reasoning

Geoff Cocksworth

DESIGN AND TECHNOLOGY: Product Design

The courses in Design and Technology are designed to offer candidates opportunities to study, propose and realise prototype solutions to designing and making opportunities closely linked to the real world of product/system manufacture.

Pre-conditions

Candidates need not have taken this subject at GCSE for entry to the AS or A Level courses, but pupils with such a background will be at an advantage during the first term. If, however, a prospective candidate has entered for a CDT GCSE, at least a grade B pass is required.

Subject Combinations

Design and Technology can be taken with a variety of subjects as it cuts across the subject divisions between Arts and Sciences. Combinations that include Design and Technology and two of Mathematics, Physics, Art, English, Geography, Economics, Politics and History provide for a variety of career prospects.

Course Content and Method of Examination

AS Level can be taken as a stand-alone specification, or as part of the full A Level course.

The AS Course comprises:

Unit 1 - A Written Paper: Based on materials and components

Unit 2 - Coursework – a design and make project of the candidates choice that will contain aspects of industrial and commercial practice.

Unit 3 - A Written Paper: Based on design and market influences.

The Advanced GCE Course comprises:

- Marks carried over from the completed of the AS course and

Unit 4: A Product Study: An in depth study of the designing and making of a product.

Unit 5: Coursework: A single, integrated coursework project using any material or combination of materials.

Unit 6: A Written Paper: Based on the three sections of the subject content.

Further Education and Careers

Design and Technology is relevant for pupils seeking entry to faculties of Engineering, Industrial Design, Architecture and other academic studies requiring powers of synthesis and analysis. A minority of pupils taking this examination will become 'designers', but the intellectual rigour of the activities undertaken during this course will find relevance in many careers.

Keith Martin, Head of Craft, Design & Technology

ECONOMICS

Pre-conditions

There are no formal requirements to study this course and experience indicates that a hard-working approach is the most important factor for those that seek top grade success.

Subject combinations

Economics has seen a significant increase in popularity in recent years; much of this is due to the topicality and accessibility of the material and the ease with which it combines with a multitude of other subjects. There is a very basic mathematical content, but for those wishing to read this subject at the most prestigious universities Maths and possibly Further Maths may be advantageous.

Course content and method of examination

The new specification aims to engender an interest in and enthusiasm for the study of the subject. It helps students to develop both an understanding of a range of economic concepts and an ability to use these in a variety of contexts. Students are encouraged to use an enquiring, critical and thoughtful approach and to try to think as an economist.

The AS course is comprised of two equally weighted units and focuses upon the nature of economics and examines essential micro and macroeconomic ideas. This includes how the price mechanism allocates resources in markets, the nature of market failure, its causes and possible policy remedies. Other important aspects relate to measures of economic performance and the main objectives and instruments of economic policy.

The A2 course offers another two units which extend and develop the AS material as well as introducing more complex models. There is a focus upon business economics and efficiency, examining pricing policies and the nature of competition between firms. Finally, the key economic ideas are analysed within a global context and students will become increasingly aware of trends and developments in the global economy over the last ten years.

Further Education and Careers

This is an excellent subject to develop logical thinking and systematic analysis and it lends itself to a range of career options. Obviously, the City is a popular path, but these days most careers involve an element of economics and so a basic grounding can prove extremely useful in all walks of life.

Bernadette Cocksworth, Head of Economics

ENGLISH LITERATURE

Pre-conditions

An A or A* in both GCSE English and English Literature are desirable. Just being able to speak and write in English does not guarantee the mindset for the formal study of literature. If you have high GCSE grades, enjoy reading plays, novels and poetry, and the challenge of writing well, and like discussing complex and exciting ideas with others, then English Literature A Level may well be for you. In English we learn as much about life as we do about art.

Subject Combinations

English Literature goes with anything. It stands on its own, of course, comprising elements of history, philosophy, psychology, sociology, linguistics, and of many other disciplines, but it will complement any of The Arts and Humanities, and any subject requiring essay-writing. For some pupils it provides variety if their main interests are in The Sciences. At present about half of the Sixth Form at King's studies English Literature.

Course Content and Method of Examination

Following the OCR syllabus, English Literature at King's requires, for the AS exam, the study of one poet and one novel published between 1800 and 1945, and knowledge of one work of literary criticism; and for coursework the study of three further texts of any form (play, poetry, novel) and any genre (tragedy, comedy, satire etc.) published or performed after 1900. At A2, the exam requires pupils to cover a Shakespeare play, and another play to be compared with a poetic work published before 1800; for coursework pupils cover three further texts, at least one prose and one poetry, on a theme (eg. Travel, Identity, Men and Women). So:

AS Unit One	Exam, Two Hours: Poetry; Prose with Criticism (60 Marks)
AS Unit Two	Coursework, 3000 words: Three Texts (40 Marks)
A2 Unit One	Exam, Two Hours: Shakespeare; Drama with Poetry (60 Marks)
A2 Unit Two	Coursework, 3000 words: Three Texts on a Theme (40 Marks)

Purpose

The purpose of the course is to encourage you to write fluently in response to a variety of literary texts, venturing your own opinions and providing evidence to back up your insights. Originality and flair are rewarded, and wide reading in the holidays helps. Good English Literature students develop independent judgement, clarity of perception, and skill in reading and analysis that enable them to understand the world around them, and to enjoy the limitless treasures that literature has to offer. Academic expectations are high, but it is important to the department that you should develop a love of literature that will outlast the examinations. The emphasis is on enjoyment: success is rarely far behind.

Further Education and Careers

English is a good preparation for degrees in English, Law, Philosophy, Theology, American Studies, Fine Art and Drama. It is an excellent grounding for any career involving communication. And these days it is more and more being favoured by commerce and industry because of its exponents' expertise with the relationship between thought and language, and with what are often termed 'people skills'.

Anthony Lyons, Head of English

GEOGRAPHY

Pre-conditions

Candidates who have a wide interest in the world around them will benefit from the local and global issues we cover, reflecting the inter-relationship between Man and the Environment. The course will encourage learning both inside the classroom and outside, undertaking practical work in the field.

Subject Combinations

Geographers come from a wide range of backgrounds and each Sixth Form set is likely to include a mix of arts and science students. Geography suits all subject combinations, as it provides scientists with the chance to write discursively, whilst it gives artists the opportunity to have a scientific slant to their Sixth Form studies.

Course Content and Method of Examination

We will be using the International A' Level syllabus from CIE. The course encourages the development of a wide range of intellectual skills, and enhances the skills of literacy, numeracy and data response, as we seek to explain the human and physical environments in which we live. There is no coursework. The structure of assessment is set out below:

Paper 1 (AS)

Core Geography (3 hour exam, 6b June, 50%)

Paper 2 (A2)

Advanced Physical Options (1½ hour exam, 6a June, 25%).

Paper 3 (A2)

Advanced Human Options (1½ hour exam, 6a June, 25%).

AS

Paper 1 is taken at the end of the 6b year. Sitting this paper constitutes the whole of the AS exam. The exam questions are structured to require short answers, worth a maximum of 10 marks, using a variety of resources and stimulus material. The content of paper 1 is:

- **Hydrology and Fluvial Geomorphology:** The study of the drainage basin system and the relationship between river discharge and precipitation, looking at the nature of different hydrographs. River channel processes and landforms will be studied, as well as the influence of Man altering river characteristics. The study of floods will complete this module.

- **Atmosphere and Weather:** The study of the earth's energy budget, including the nature of weather processes and the ability to forecast them. Man's effect upon the atmosphere will also be studied, including the greenhouse effect, global warming, and the urban heat island effect.
- **Rocks and Weathering:** This involves the study of elementary plate tectonics, weathering processes, and the specific characteristics of granite and limestone, ending with the impact of human activities on rocks and weathering.
- **Population Change:** How do population numbers alter, according to both natural change and migration? A link is made with development indices and the relationship between the Earth's carrying capacity and supply of resources is studied. Case studies of country population policies are chosen from around the world.
- **Settlement Dynamics:** The study of the settlement hierarchy is seen in the context of rural and urban settlements in both LEDCs and MEDCs. Issues associated with urbanisation and trends of urban renewal are tackled, including shanty towns, inner cities and urban sprawl. The factors affecting the land use within cities, such as urban planning and residential segregation, are also discussed.

A2

Papers 2 and 3 are taken at the end of the 6a year in one 3 hour sitting. The manner of assessment will require extended written answers worth 10 marks and 15 marks each. There may be stimulus material to refer to, such as maps, graphs, diagrams, photos. The content of these papers is as follows:

Paper 2

- **Hazardous Environments*:** The study of the following hazards, including their distribution, effect on lives and property, prediction ability, and perception of risk: earthquakes, volcanoes, tsunamis, landslides, avalanches, tropical storms, tornadoes, coastal flooding, storm surges. A specific case study will illustrate the difficulties of sustainable management and possible solutions.
- **Arid and semi-arid environments*:** The distribution and cause of arid environments, involving the understanding of processes that produce desert landforms. The adaptation of plants and animals will also be viewed, as well as the characteristics of soils. A specific case study will illustrate the difficulties of sustainable management and possible solutions.

Paper 3

- **Global interdependence*:** The study of trade flows and patterns in relation to the development of LEDCs and MEDCs. Global inequalities will be discussed and the factors that affect them. A detailed study of one country since 1960 will research its international trading patterns, evaluating the

country's trading strategy. The development and management of international tourism will also be studied, providing reasons for its growth and its impacts on environments, societies and economies, as well as the growth of eco-tourism.

- **Environmental management*:** Renewable and non-renewable energy resources will be studied, considering levels of demand, supply, and consumption impacting upon the environment, with a focus on one country's energy strategy. Levels of environmental degradation will also be studied, looking at pollution in both rural and urban environments, and the attempts to manage and upgrade them.

*These choice of options may be subject to change in 2009 due to the introduction of the following additional options: Tropical environments; Coastal environments; Economic transition; Production, location and change.

Field Trips

These are an important aspect of Geography, but will not have any coursework attached to them. This allows us to study the landscape and the environments at first hand without having to jump through hoops of assessment. At present our field trips are to the Lake District, Leeds, the North Downs, and to Norway, however they are subject to change and improvement every year. Currently a desert field trip to Arizona is being considered.

Further Education and Careers

Apart from going on to study Geography at university, those who combine with Mathematics and the Sciences may study anything from Engineering to Natural Sciences or Medicine; while those who combine Geography with the Arts or Social Sciences may move on to study Law, Economics or one of the many single honours courses.

Geography graduates work in almost every field of employment and a significant number of our A Level students continue on with the subject to degree level. Many find their way into one of the various fields of management. For several years unemployment levels amongst geography graduates have been consistently amongst the lowest of all graduates.

Robert Sanderson, Head of Geography

GEOLOGY

Geology is the branch of science concerned with the structure, evolution and dynamics of the Earth and with the exploitation of the mineral and energy resources that it contains. It deals with the vastness of geological time and the record of organic evolution, leading to a deeper understanding of the significance of life. Geology is ideally suited to fulfil the educational purpose of demonstrating the relevance of science to society.

Pre-conditions

There are no pre-conditions for studying this course, and no previous knowledge of geology is required - the specification builds on knowledge, understanding and skills acquired during the core GCSE courses.

Subject Combinations

The subject is equally available to students from both the Arts and Science Departments, and can be studied with equal levels of success in combination with most other subjects.

Course Content

The AS course, studied over eight periods per week during the 6b year, comprises:

- Foundation Geology - this unit deals with the global structure of the Earth and the composition of the crust; the Earth's energy sources and the resultant internal and external geological processes; the geological record of change and the relative and absolute dating of geological events.
- Geology and the Human Environment - this unit aims to develop knowledge with understanding of natural geological hazards and those caused by human activity, and the means of predicting, monitoring and controlling them.

A short (3 day) field trip, spanning the end of the Easter Holiday and the beginning of the Summer Term, is held in Dorset.

There is no coursework component to the AS course at King's.

The A2 course, studied over nine periods each week in the 6a year, starts by developing many of the earlier themes and goes into greater detail on such topics as rock forming processes, rock deformation, the fossil record, and geological map interpretation. There is then a choice of two from four optional units:

- Quaternary Geology - the study of modern environments and climate change.
- Geology of Natural Resources
- Geological Evolution of Britain
- Geology of the Lithosphere

In recent years we have chosen the Evolution of Britain and Lithosphere options.

A one week field course is held at the beginning of the Easter Holiday of the 6a year on the Isle of Arran, and it is partly here that the internally assessed Geological Investigations are carried out.

Method of Examination

The AS assessment comprises three papers of 1 hour, 1½ hours and 1¼ hours, mostly of the structured/data response type and one short, structured essay. The second paper (1½ hours) is an internally marked practical assessment which is set by the Board.

The A2 assessment is made up of an integrated 2 hour short answer paper covering the compulsory topics, and a second 2 hour paper examining the optional themes via short data response questions, with one essay for each of the two options.

15% of the final grade is based on the internally assessed Geological Investigations, which are carried out during fieldwork in Arran and in the laboratory just prior to going there.

The assessments are available in June of each year, and can be retaken if desired. It is anticipated that candidates will sit the AS papers at the end of the 6b year.

Further Education and Careers

A Level geology is an acceptable subject for entry to a wide range of university degree courses, including medicine, and is often seen as an interesting alternative to the more usual subjects offered.

Students going on to study geology at degree level and beyond can expect to spend a good deal of time in the field and laboratory.

Career opportunities exist not only in related fields, but geologists are also suited to positions throughout management and industry, where their logical and clear thinking approach to problem-solving is appreciated.

Dick Churcher, Head of Geology

HISTORY

Pre-conditions

It is desirable but not essential to have studied History at GCSE. While most pupils have done so, it should not be a discouragement to anyone now wanting to study History that that person does not have a GCSE in it – interest in the subject is far more critical! An interest in History may well be related to one or more of the following:

- There is an inherent fascination with trying to unravel the complexity of past events.
- The understanding of the affairs of men and women in any period of the past illuminates not just the past, but the present and hence provides the basis for future action.
- The ability to assimilate evidence, determine its value and then, on the basis of it, produce a logical and sustained analysis followed by a reasoned conclusion is a fundamental skill in the working life of almost any career or profession.

Subject Combinations

History goes very well with English, Modern and Classical Languages, Geography, Economics, Politics, Religious Studies and History of Art. Scientists have also successfully studied the subject.

Course Content and Method of Examination

The Department will continue to offer a variety of periods although it will not be possible to guarantee a free choice. Which History set a pupil is placed in may well depend on his or her other A Level choices. We hope from 2008 to offer a range of topics from medieval to 19th century. We are currently looking closely at the new AQA specification, although a final decision has not been made at the time of going to press.

Pupils will study for two modular examinations to be sat at the end of 6b. These modules will either constitute AS certification or contribute, when added to two A2 modules in the next year, to A-level certification.

At AS Level one module is an essay-based paper which tests understanding of change over time. A possible topic might be 'Britain, 1603-1642'. The second module is a source-based paper which tests understanding of a significant period of history in depth. One option might be 'Peter the Great of Russia, 1682-1725'. One of these papers will be centred on English/British history, the other on European history.

Assuming candidates continue to study the subject to A-level certification, in 6a two further modules will be taken. One is a piece of coursework of approximately 3500 words, analysing an historical issue over a period of at least 100 years. The title can be taken from a published list or devised by the candidate. The final module is an essay-based exam, which focuses on a period of approximately 60 years, which will probably be similar to the periods studied at AS. This will test understanding both in depth and breadth. One option is 'France and the Enlightenment, 1743-1789'.

There are regular meetings of the Durnford Society (in partnership with the local branch of the Historical Association) to listen to lectures on a wide variety of historical topics. Many of the talks arranged for the Sixth Form have a broadly historical content. Extra classes are offered, both in 6a and 6b, for pupils who think that they might wish to study History at university so that their historical awareness can be further developed.

Further Education and Careers

Obviously History A-level is a very good and essential preparation for reading History at university. As already indicated, a History degree will be attractive to any employer looking for those who will have the aptitude to reach the ranks of senior management in a huge array of businesses. Also History is a very good support subject at A level for those wishing to read English, Law, Politics, Economics, Geography, Modern and Classical Languages, Archaeology and Anthropology, Philosophy, Theology and History of Art.

David Cameron, Head of History

HISTORY OF ART

Pre-conditions

There are no necessary qualifications for taking History of Art in the Sixth Form. An interest in any or all of the major artistic media studied - painting, sculpture and architecture - certainly helps, but an open mind and a sense of inquiry, backed up by responsiveness to the messages and meanings which artworks hold, are far more useful tools for exploring the subject. History of Art, at both AS and A2 Levels, is a subject which encourages and rewards a multidisciplinary approach. The AS Level, taken at the end of 6b, can stand alone as a rewarding and worthwhile academic target; the A2 Level engages the student in extended application of skills and techniques acquired at AS Level, and is a prestigious and valuable asset in terms of both UCAS application and the job market.

Subject Combinations

No specific ones are recommended.

Course Content and Method of Examination

AS Level

(AQA History of Art (Art of the Western World) AS Award 1251)

There are two Units, which are examined consecutively in June only (Unit 1 is a one-hour paper; Unit 2 is a one-and-a-half- hour paper).

Unit 1 (40% of AS Level) Visual Analysis and Interpretation

Visual analysis of Western art in three categories: painting, sculpture and architecture. In each category, one photograph of an artwork from Classical Greece to the end of the twentieth century will be provided, and candidates must answer all three questions.

Unit 2 (60% of AS Level) Themes in History of Art

Candidates must answer three questions out of a possible six, relating to the following eight themes:

- Subjects and genres
- Materials, techniques and processes
- Form and style
- Form and function
- Historical and social contexts
- Patronage
- Social and cultural status
- Gender, nationality and ethnicity

A2 Level

(AQA History of Art (Art of the Western World) A Level Award 2251)

The scores for Units 1 and 2 are halved, and added to the following two Units, which are both examined as terminal one-and-a-half-hour papers in June only:

Unit 3 (25% of A Level) Investigation and Interpretation 1

One prescribed topic from the following list is studied, and candidates answer two essays from a list of four synoptic titles:

- Art and Architecture in fifteenth-century Europe
- Art and Architecture in seventeenth-century Europe
- Art and Architecture in nineteenth-century Europe
- Art and Architecture in Europe and the United States of America between 1946 and 2000

Unit 4 (25% of A Level) Investigation and Interpretation 2

The format of study and examination remains the same as for Unit 3, the topics being:

- Art and Architecture in thirteenth- and fourteenth-century Europe
- Art and Architecture in sixteenth-century Europe
- Art and Architecture in eighteenth-century Europe
- Art and Architecture in Europe and the United States of America between 1900 and 1945

Full details of the specification can be found at <http://www.aqa.org.uk>

Regular visits and trips are a feature of the Sixth Form History of Art courses, which aim to give students familiarity with the material covered. Typically, an optional study tour to Italian cities is offered annually, and there is a compulsory day trip to Paris in March for both AS and A Level students; visits are also made to exhibitions and collections, closer to home. Outside speakers provide additional stimulus and students derive great benefit from encountering and responding to the fresh viewpoints they offer. Laurie Schneider Adams' *A History of Western Art* is the core text at AS Level, supplemented by teachers' own resources, while specialised texts provide the necessary coverage for A2 historical periods. The Department has a wide and ever-expanding selection of books, articles, videos, DVDs, and slides; ICT plays an integral role through the accessibility of informative websites and digital images; and the school library has an outstanding and constantly updated Art History section.

Further Education and Careers

Students of History of Art learn how to communicate effectively, explore and respond to what they see, apply research skills and weigh up the value of contrasting interpretations. They tend to be analytical, sensitive, resourceful, well-rounded individuals. Numbers taking the subject at University are rising, and there are multiple career possibilities for Art History graduates, including teaching, international commerce, business management, the media, the art trade, art restoration, public relations, advertising, the civil service and politics.

David Felton, Head of History of Art

INFORMATION TECHNOLOGY

Students have a choice of two courses of ICT in the Sixth form:

As an AS option, ICT is offered to the sixth form over 2 years on a reduced timetable of lessons. Students will follow the AQA specification and will complete a 3 module course. ICT1 and ICT2 are theory based exam papers and each count for 30% of the overall grade, covering a range of topics from current legislation to network security, whilst ICT3 is a coursework component accounting for 40% of the overall grade. In this coursework task, students will be introduced to advanced website design using the macromedia suite of applications including Dreamweaver, Fireworks and Flash. All students will be provided with external hosting and are expected to build real websites for real companies and organisations.

Students can also choose to follow a course in Information Technology in Block E of the timetable designed specifically for non-Computing specialists. It is for those students who are likely to find IT a useful tool in supporting their future studies, both here and at university. The course, which runs for two terms, covers the syllabus of the "European Computer Driving Licence" (ECDL). If students successfully pass all modules of the ECDL, they will receive a certificate from the British Computer Society, which many employers and universities recognise. The course will help students greatly in their university studies and future careers.

Areas Studied

There are seven modules that are studied, each being examined separately. These are: (1) Basic Concepts, (2) Desktop and File Management, (3) Word-processing, (4) Spreadsheets, (5) Databases, (6) PowerPoint and (7) Internet and E-mail. Most students already have some familiarity in these areas, but to meet the demands of the ECDL they normally have to concentrate on some of the finer details.

The King's School is an accredited test centre and the module examinations take place throughout the term.

Al Holland, Director of ICT

MATHEMATICS

Pre-conditions

A good grade at (I)GCSE (usually at least an A) in Mathematics is strongly recommended for this course. An interest in acquiring new techniques to tackle problem solving is also a distinct advantage. Those pupils who have studied GCSE Mathematics courses only to Foundation level will find the transition to A level extremely hard and their best interests will not be served by embarking on this course. Likewise, pupils with a B grade or below at Higher Tier will find the subject too taxing to achieve a good result at the end of the course (or even at AS).

Mathematics has traditionally had strong links with other sciences, but it combines well with almost all other subjects.

Course Content

Those studying AS level Mathematics in 6b can expect to cover modules in Mechanics and Pure Mathematics. The Pure Mathematics course leads through algebra and co-ordinate geometry onto calculus. Mechanics, which has strong links with Physics, looks at forces and their effect on the motion of objects. In 6a pupils will continue their study of Pure Mathematics and will also cover a unit in either Statistics or Mechanics. The Pure (or Core) component now takes up four sixths of the course.

Method of Examination

We follow the Edexcel syllabus to A Level, taking three modules at the end of 6b and a further three modules at the end of 6a. There will be no assessed coursework with this A Level. Those who follow the Mathematics course in 6b but do not wish to continue with the subject into 6a will have sufficient modules for the award of an AS Level.

Further Education and Careers

Single-subject Mathematics is a service subject for a wide variety of University courses and careers including Physics, Chemistry, Engineering, Economics, Computing, Medicine, Law, Architecture, Accountancy etc.

MATHEMATICS and FURTHER MATHEMATICS

Pre-conditions

An A* grade at (I)GCSE is highly recommended for this course.

Course Content

The combined content of the 6b Maths and Further Maths course is identical to that of A level Mathematics. Those pupils who can assimilate the ideas involved with A level Mathematics quickly and efficiently would be ideally suited to take Further Maths. Most sixth formers cover the A level course in two years on eight periods per week, but the Further Mathematicians are expected to cover the same ground in just the 6b year on twelve periods. In many ways Further Maths can be thought of as more maths done quickly rather than harder maths, although some extension topics may be studied alongside the work covering the GCE specification. The 6a year will be split equally between Pure and Applied Mathematics. In Pure Maths pupils will continue to study more calculus, including differential equations, and will also look at such topics as hyperbolic functions, complex numbers, matrices and vectors. For the applied course there is some flexibility, but it is likely to include some more Mechanics and/or further Statistics.

Method of Examination

It is likely that six modules will be taken at the end of the 6b year and a further six at the end of the 6a year. The course is fairly flexible so for those who want to study Further Mathematics, but not the full A Level, AS Further Mathematics (a further three modules) is a possibility.

Further Education and Careers

Further Mathematics is almost essential if you wish to take Mathematics through to degree level at a good university. It is also highly desirable if contemplating an Oxbridge Physics or Engineering course, and might be useful for those looking at prestigious Economics courses.

Stuart Ocock, Head of Mathematics

MODERN LANGUAGES

FRENCH, SPANISH AND GERMAN

Pre-conditions

French, German and Spanish are available at AS and A2 level to pupils with at least A grade at GCSE. Experience shows that pupils from lower Fifth Form sets and those with less than an A at GCSE may experience difficulties because with the sudden jump from GCSE to AS. Such candidates should consult with the Head of Department before embarking on the course. Bi-linguals should, likewise, discuss with the Head of Department the possibility of taking AS and A2 modules with reduced tuition, thus freeing themselves to take up other subjects.

Subject Combinations

Modern Languages can be taken with advantage as part of any subject combination, including sciences. However, Oxford and Cambridge still often prefer double linguists with a humanities' background.

Course Content and Method of Examination

Teaching in the Sixth Form consists of regular practice of speaking, listening, reading and writing skills, as well as courses in grammar, literature and subjects of topical interest.

AS modules are normally taken at the end of 6b. The AS currently consists of:

Module 1: Spoken Expression and Response in the target language. Students show their ability to converse in the target language on a general topic area that they have chosen in advance.

Module 2: Understanding and Written Response in the target language. This Unit requires students to understand and convey their understanding of target-language- texts and recordings. In addition, students will need to produce an essay to demonstrate an ability to manipulate the target-language in continuous writing.

The A2 is normally taken at the end of 6a and currently consists of:

Module 3: Understanding and Spoken Response in the target language. This Unit requires students to demonstrate the effectiveness of their target-language skills by presenting and taking a clear stance on any issue of their choice.

Module 4: Research, Understanding and Written Response in the target-language. This Unit requires students to demonstrate skill in advanced-level essay writing in the target language and translation into the target language. It also requires students to demonstrate evidence of independent, advanced level target-language reading and research of a text, play, film or topic area linked to the culture where the target-language is spoken.

Pupils from advanced sets may be encouraged to take some or all Units at the end of the 6b year, with a view to taking the new Pre-U examination at the end of the 6a year.

Pupils are encouraged to take part in a wide variety of cultural trips and exchanges organised by the department, with destinations such as Seville, Nice, Vienna, Madrid, Paris and Berlin. We also work closely with 'Continental Connections', our 'in-house' exchange and home-stay agency.

Further Education and Careers

Oxford and Cambridge offer single or two-language degrees, as well as one-language degrees with History, Linguistics, English or Philosophy. It is possible to start a new language, particularly Italian, with one already studied to A2 level. At Oxford and Cambridge there remains an emphasis on literary studies. Other universities offer excellent literary, non-literary and combined courses with other areas of study, like business, media, science and IT studies. An A Level in a modern language can provide the key to participation in ERASMUS schemes for undergraduates studying subjects other than languages. Language graduates embark on careers in law, banking, the civil service, commerce, media and advertising, as well as the more specialised and competitive fields of diplomacy, translating and interpreting. It is self-evident that competence in a foreign language is a substantial asset in the employment market.

Tim Armstrong, Head of Modern Languages

ITALIAN

This is an intensive course for absolute beginners, which aims to bring them to a level of basic competence in one year and to AS or GCSE depending on the level required in two. It moves fast and is aimed at well-motivated linguists.

The GCSE examination is a normal reading, listening and oral GCSE (but with a writing examination and not coursework). The AS examination consists of pre-prepared oral, listening and reading comprehension tests, together with a small amount of writing.

Teaching methods include the American 'Ciao' textbook, BBC and satellite-based video materials, plus plenty of reading material in the later stages.

Tim Jennings, Teacher of Italian

OTHER LANGUAGES

Arabic, Chinese (Mandarin), Japanese and Russian are offered in Block E and off the time-table. The courses are pitched at the levels required by the students, who may range from beginners to bilinguals. GCSE, AS and A Level classes have taken place, depending on demand. Please ask the Head of Modern Languages for information about application for these courses.

Tim Armstrong, Head of Modern Languages

MUSIC

Pre-conditions

There is no prescribed prior knowledge although most pupils will have taken GCSE Music and should be able to perform to a standard of at least Grade V. A pass in Grade V Theory is also recommended.

Subject Combinations

Music may be studied with any other subjects.

Course Content and Method of Examination - AS

Unit 1 – Influences on Music (30% of AS)

Externally assessed examination in two parts. In Part 1 candidates are given structured listening questions using a CD of musical excerpts. In Part 2 candidates then answer two essay questions, one question from a choice of two based on the compulsory Areas of Study and one question from a choice of two based on a second Area of Study.

Areas of Study:

- The Western Classical Tradition (compulsory)
- Choral Music in the Baroque Period
- Music Theatre: a study of the musical from 1940-1980
- British Popular Music from 1960-the present day.

Unit 2 – Composing: Creating Music Ideas (30% of AS)

Externally assessed coursework for which candidates respond to one brief from a choice of three, made available on 1st November in the examination year.

Areas of Study:

- Compositional techniques
- Free composition or pastiche in response to a given brief
- Arranging.

Unit 3 – Performing: Interpreting Musical Ideas (40% of AS)

Internally assessed coursework for which candidates offer two performances (each 5-8 minutes) from a choice of six options, including opportunities for using music technology.

The A2 examination**Unit 4 – Music in Context (20%)**

Externally assessed examination in two parts. In Part 1 candidates are given structured listening questions using a CD of musical excerpts. In Part 2 candidates then answer two essay questions, one question from a choice of two based on the compulsory Areas of Study and one question from a choice of two based on a second Area of Study.

Areas of Study:

- The Western Classical Tradition (compulsory)
- English Choral Music in the 20th Century
- Chamber Music from Mendelssohn to Debussy
- Four Decades of Jazz and Blues (1910-1950).

Unit 5 - Composing: Creating Music Ideas (15%)

Externally assessed coursework for which candidates respond to one brief from a choice of three, made available on 1st November in the examination year.

Areas of Study:

- Compositional techniques
- Free composition or pastiche in response to a chosen brief
- Arranging.

Unit 6 – Performing: A Musical Performance (15%)

Internally assessed coursework for which candidates offer two contrasting performances (lasting 15 mins), as a soloist or using music technology or a combination of these.

Howard Ionascu, Director of Music

MUSIC TECHNOLOGY

Pre-conditions

There is no prescribed prior knowledge although most pupils will have taken GCSE Music and will have basic keyboard skills.

Subject Combinations

Music may be studied with any other subjects. At present it is being offered in block E, but if a pupil wishes to do it in a main block, this could be possible – see Mr Bersey for details.

Course Content and Method of Examination

The AS examination

Unit 1 – Music Technology Portfolio 1 (70% of AS; 35% of A2)

Externally assessed coursework in two parts. Students will learn and use a variety of music and music technology skills in order to complete this unit, including MIDI sequencing, multi-track recording and arranging skills.

Students must complete three tasks:

- 1 Sequenced Realised Performance
- 2 Multi-track Recording
- 3 Creative Sequenced Arrangement

Unit 2 – Listening and Analysing (30% of AS; 15% of A2)

Externally assessed examination for which students study the styles most common in popular music. Students will have the opportunity to demonstrate this knowledge using aural discrimination skills. Students are required to study the development of popular music styles from 1910 through to the present day. Two special focus styles will be selected each year for more in depth study. For 2009, these styles are:

- **Rock and roll**
- **Rap and hip hop**

The A2 examination**Unit 3 – Music Technology Portfolio 2 (35%)**

Unit 3 builds on skills acquired in Unit 1 and extends these to include a composition task. It involves detailed study of Area of Study 3: The Development of Technology-based Music. Students carry out the work for this unit under controlled conditions.

Students must complete three tasks:

1. Sequenced Integrated Performance
2. Multi-track Recording
3. Composing using Music Technology

Unit 4 – Analysing and Producing (20%)

Externally assessed examination for which students will be expected to demonstrate their knowledge of music and the principles of music technology through a series of written commentaries, manipulations and production tasks using material provided on an examination paper and recorded on an audio CD. The examination will test students' musical understanding, their ability to manipulate and correct recorded music and their ability to write commentaries on technological processes. They will also be tested on their ability to produce a balanced stereo mix.

William Bersey, Teacher of Music Technology.

PERSPECTIVES COURSES and the EXTENDED PROJECT

Perspectives courses are based upon ‘skills’ rather than ‘knowledge’, so there is no specific syllabus. The following criteria have been established for the Perspectives on Science course and will be adapted and applied to other courses on offer:

- Introduce students to the distinctive modes of reasoning used in philosophical, ethical and historical discussions and encourage the development of a philosophical and historical perspective on scientific and ethical questions.
- Encourage students to think critically about the nature of science and challenge them to think more deeply about the foundations of science, its relation to other disciplines, and the various possible philosophical interpretations which scientific theories may be given.
- Familiarise students with important episodes and individuals from the history of science including the salient facts about the lives of great scientists.
- Encourage students to explore the social nature of science and to appreciate the fact that scientists work in a context, which is influenced by a wide range of social factors. The connection between scientific work and social context is an exciting and important part of developing a well-informed image of science.
- Provide students with an opportunity for research and analysis of a particular topic within either the history or philosophy of science.
- Allow students to begin to engage with contemporary discussion of the ethical questions, which surround science by developing and seeking to express opinions about these issues which can be defended by appeal to philosophical thinking about ethics

The Extended Project will develop from these courses. It will be designed to enhance skills in research, extended writing, critical reasoning and presentation. It is aimed to provide academic stimulation and substance that will be invaluable for UCAS applications in the autumn of the 6a year. It will also bridge the gap between AS Levels and A2. The nature of the assessment will be as follows:

Description	Recommended Length	Assessment	Weighting
Research Project	6000 words	Teacher-assessed, moderated by Edexcel	80%
Presentation (approx 10 mins)	10 minutes	Teacher-assessed	20%

Geoff Cocksworth

PHILOSOPHY

Pre-conditions

No particular background in terms of specific subjects studied at GCSE is required and no prior knowledge of Philosophy is necessary for candidates to undertake a course of study based on the specification described below.

Subject Combinations

Philosophy may be combined with any other subjects.

Course Content and Method of Examination

The specifications followed are AQA Philosophy (2170) – AS Level 500/2415/2 and A Level 500/2323/8.

These specifications concern Philosophy in the western tradition and do not include Philosophy from eastern cultures.

The AS specification introduces candidates to a number of key philosophical themes, which provide a broad introduction to the study of philosophy. There are two units at AS Level and candidates answer questions from two themes within each Unit.

Unit 1: An Introduction to Philosophy 1. (50% of AS)

The question paper consists of five questions: one question on each theme. Each question consists of two parts worth 15 and 30 marks. Candidates must answer the compulsory question on Reason and Experience and one other question from one of the following themes:

- Why should I be governed?
- Why should I be moral?
- The idea of God
- Persons

Unit 2: An Introduction to Philosophy 2. (50% of AS)

Candidates study two themes selected from the following:

- Knowledge of the external world
- Tolerance
- The value of art
- God and the world
- The debate over free will and determinism

The question paper consists of five questions: one question on each theme. Each question consists of two parts worth 15 and 30 marks. Candidates must answer two questions.

GCE Philosophy (2170): A2

A2 outline

At A2, the specification enables candidates to further develop their understanding of key philosophical concepts, themes, texts and techniques. Candidates will be given the opportunity to specialise further, selecting two themes to study in depth and focusing on philosophical problems through the study of a key text. Problem areas relate directly to other areas of the specification and candidates will be able to draw on, develop and apply material from both the AS and A2 modules.

The A2 specification has 2 units:

Unit 3: Key Themes in Philosophy

Topic list

- Philosophy of Mind
- Political Philosophy
- Epistemology and Metaphysics
- Moral Philosophy
- Philosophy of Religion

The question paper consists of five sections: one on each theme. Each section contains two questions. Each question is worth 50 marks.

Unit 4: Philosophical Problems**Topic list**

- Hume
- Plato
- Mill
- Descartes
- Nietzsche

The question paper consists of five sections: one on each text. Each section contains one compulsory question worth 15 marks followed by two essay questions. Candidates must choose one section and answer the compulsory question and one essay question. The compulsory question is worth 15 marks and the essay questions are worth 45 marks.

A course of study based on these specifications will enable pupils to gain a thorough grounding in key philosophical concepts, themes, texts and techniques. They will develop their abilities to analyse and assess philosophical writings and to reason, form their own judgements, express themselves coherently and to contribute to the process of debate. An AS or full A Level course in Philosophy will equip pupils with a set of transferable skills which can be applied successfully not only to Philosophy but also to other academic subjects and any written theories and arguments they encounter in their everyday lives.

Further Education and Careers

The full A Level specification lays an appropriate foundation for further study of Philosophy and provides background skills for almost all subjects in higher education and lifelong learning.

Janice Reid, Head of Religious Studies and Philosophy

PHOTOGRAPHY

Pre-conditions

This course is for the imaginative student who wants to continue his/her studies in Art using a new medium. It is very closely linked to the AS/A2 Art course, with similar exam structure, and is equally artistically and academically challenging. It is particularly suited to students who have strengths in: independent learning, creativity and artistic expression, plus skills in research and evaluation. Students must be prepared to do work outside of lesson time. Prep will involve taking photographs on location, or visiting a variety of new places to do research. Holidays present exceptional opportunities to take photos which can add substantially to the final portfolio; students are encouraged to make full use of these opportunities. They are expected to exhibit their work and visit exhibitions when the possibility arises. All students undertaking this course must possess (preferably) a digital SLR (a Nikon D40x, Canon EOS450 or similar entry level DSLR). The addition of a second-hand manual 35 mm film SLR camera is also useful.

Subject Combinations

Photography may be studied with any other subjects.

Course Content:

This course is a combination of written and practical work. Students learn to develop a range of techniques, not only with the camera and with creative software but also in the darkroom, producing their own black and white film and photographs. However, the course principally explores digital photography. After learning the basics, further skills are acquired via a theme-based unit. This theme is broad and allows students to explore and develop ideas in directions of individual interest. In all cases, they are expected to investigate increasingly complex and technically challenging issues in their work.

Studying the work of other photographers and artists is an essential part of the course. Much can be learned from investigating not only the technical and compositional ideas used in other people's works, but also the social and cultural contexts that existed when the image was made. This helps the students to build up a better understanding of how photographs communicate and helps to improve their own concepts as they review and modify their work. Students also develop their ability to address complex social issues, devise creative solutions and explore new possibilities. During the AS/A2 course, the students have the opportunity to experiment with unusual techniques, processes and materials. By the end of the course they will have put together two units of work consisting of research workbooks and major photographic pieces.

Phil Chaundy, Teacher of Photography

PHYSICAL EDUCATION

Pre-conditions

- A very keen interest in Sport
- The ability to perform in 2 sports to a good standard (see choices below).

It would also be useful if candidates had studied GCSE PE, but this is not a compulsory requirement.

From September 2008 the New OCR AS syllabus H154 follows 2 Units:

- Unit G451 (60% of AS mark): - Candidates will acquire an appreciation of topic areas including anatomy and physiology, acquiring movement skills and socio-cultural studies relating to participation in physical activity. At the end of the year they will sit one 2hr paper.
- Unit G452 (40% of AS mark): - Candidates will be assessed in two practical activities from two different activity areas, they will also respond to a live performance in one of their chosen activities.

The course textbook is Advanced Physical Education for AS OCR by Carnel et al published by Heinemann. Most of the practical work will be covered in normal Games time and students can pick from the following list of major sports: athletics, association football, basketball, field hockey, netball, rugby union, badminton, squash, tennis, volleyball, cricket, golf, sailing, competitive swimming.

For the A2 all candidates **must** have studied AS PE.

The new A2 OCR course H554 follows 2 units:

- Unit G453 (35% of the A2 mark): - This unit is split into two sections. Section A: Socio-cultural options and Section B: Scientific options. Candidates must study three of the five possible options and at least one option must be from Section A. Section A is made up of A1: Historical Studies and A2: Comparative Studies. Section B is made up of B1: Sports Psychology, B2: Biomechanics and B3 Exercise and Sport Physiology. Candidates will sit a 2hr 30minute exam at the end of the year.
- Unit G454 (15% of the A2 mark): - Candidates will build upon the skills acquired and developed in unit G452 in only one of their chosen activities. They will also work towards responding in more detail to a live performance in their own

- The other 50% of the marks carries over from the AS course.

The course textbook is *Advanced Physical Education for A2 OCR* by Carnel et al published by Heinemann.

Full details of the course can be found on the OCR website, www.ocr.org.uk

Richard Singfield, Head of Physical Education

PHYSICS

“Physics explains how everything in the Universe works, from sub-atomic particles to galaxies. What could be more fundamental?” “I like the fact that Physics makes a change from my essay subjects.” “Physics is for those who like tinkering with hi-tech bits of kit!” These are just a few views about Physics at A Level, to help describe what it is like at AS and A2. Physicists perform experiments, analyse data in a mathematical fashion and use the results to make predictions. Above all, Physicists are problem solvers.

Pre-conditions

Although strongly recommended, it is not essential to take AS/A Level Mathematics, but a GCSE pass at grade B or above is desirable.

At least a B grade at GCSE Physics (BB at GCSE Double Award Science) is required.

Subject Combinations

Due to its focus on analytical skills, A Level Physics is an excellent match for many subjects, including non-scientific ones. For this reason, it is worth exploring a variety of different combinations, for example:

- Physics, Chemistry, Biology
- Physics, Mathematics + one other science
- Physics, another science, Economics
- Physics, Geography, Geology
- Potential engineers often wish to study a language.

Course Content and Method of Examination

We shall be delivering the Edexcel Advanced Physics course. (For more information consult [www.edexcel.org.uk/qualifications/GCE/GCEs from 2008/physics](http://www.edexcel.org.uk/qualifications/GCE/GCEs%20from%202008/physics)). The course provides a gentle transition from GCSE to AS level and places emphasis on teaching the material in the context of certain applications, many of which have been developed only very recently (e.g. CD players). There is also a wide scope for experimental work.

The course breaks down into the following units or modules, the first three of which lead to AS Level in the 6b year:

Unit 1 (AS and A level)

<i>The Sound of Music</i>	Musical instruments and CD players
<i>Working in Space</i>	Satellites and solar power
<i>Higher, Faster Stronger</i>	The physics of sport

Unit 2 (AS and A level)

<i>Good Enough to Eat</i>	Properties of foodstuffs
<i>Digging Up the Past</i>	Archaeology, dating and mapping techniques
<i>Spare Part Surgery</i>	Medical diagnostic techniques, contact lenses

Unit 3 (AS and A level)

<i>Coursework</i>	Physics based visit and related practical.
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Unit 4 (A level)

<i>Transport on Track</i>	Propulsion, sensing and signalling in trains
<i>The Medium is the Message</i>	Telecommunications systems
<i>Probing the Heart of Matter</i>	Particle physics and cosmology

Unit 5 (A level)

<i>Reach for the Stars</i>	Astronomy
<i>Build or Bust?</i>	Earthquakes and structure of buildings

Unit 6 (A level)

<i>Experimental Physics</i>	Plan and carry out an experiment, record and analyse results and draw conclusions.
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We make considerable use of ICT during the course, including spreadsheets, data-logging with palm-top computers, digital video and various analytical software packages. The Department offers extending activities for those aiming to pursue physics-related subjects beyond school, but also provides extra support for any students, especially those who are not taking a full mathematics A Level.

Further Education and Careers

Physics is a suitable A Level for many university courses, from the obvious ones such as Physics and Philosophy, Medical Physics, Astrophysics and various branches of Engineering to the less so such as Law. As mentioned above Physicists are problem solvers. The nature of their training means they have the capacity to play a vital role not just in academia, but also in industry and commerce and they are highly regarded by employers for their numeracy and analytical skills.

Dr John Hughes, Head of Physics

POLITICS

Pre-conditions

Obviously, any prior knowledge will give some advantage at the start, but none is assumed, not even participation in the Fifth Form course. However, it is desirable to have an interest in political institutions and events, and to be able to write well.

Subject Combinations

The subject can be, and is, combined with any other subjects, as far as the structure of the timetable permits. It combines especially well with subjects such as Economics, Geography, History, Classics and Languages, but might also appeal to those studying other subjects and seeking to broaden their education.

Course Content and Method of Examination

The Government and Politics syllabus followed is that of the Edexcel Board. It involves the study of two AS units and two A2 units. The former focuses on British politics, though with a European dimension. At the present time the A2 units offered follow the D-route which offers a study of the key institutions, trends and issues in international politics. There is no coursework requirement at AS and A2 level.

The exact structure of the specification and form of examination are set out below.

AS

Unit 1 People and Politics

This unit introduces students to the key elements of communication between the government and the people in Britain and encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation.

Exam (1 hour & 20 minutes) - 2 structured questions from a choice of 4.

Unit 2 Governing the UK

This unit introduces students to the major governmental processes in the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions and the relationship amongst them within the context of multilevel governance.

Exam (1 hour & 20 minutes) - 2 structured questions from a choice of 4.

A2**Unit 3D - Structures of Global Politics**

This topic provides an introduction to global politics by examining key political structures and systems.

Exam (1 hour & 30 minutes) - 3 short questions from 5 plus 1 question from a choice of 3 essays.

Unit 4D - Global Political Issues

This unit examines key issues in recent global politics and how these are dealt with at a global level.

Exam (1 hour & 30 minutes) - 5 short questions from 5 plus 1 question from a choice of 3 essays.

The course in the first year is designed to provide an understanding of political concepts in the context of Britain and the European Union. The second year is spent studying international political institutions and structures, and international political events, trends, issues and phenomena. Important skills, such as analysis and evaluation, together with some of the other key skills now required at A Level, should also be developed. The Sixth Form Talks programme includes a good proportion of talks by speakers from the world of Politics. Students attend politics conferences where they are able to listen to speeches delivered by prominent politicians and political commentators. It is likely that over the course of the two years students will be given the opportunity to visit the Houses of Parliament and or European Union institutions in Brussels. Mock elections are held at the time of General Elections and European Parliament elections. The “King’s Parliament” (a political debating society) meets at least twice a year.

Further Education and Careers

There are many university courses focusing on or including Politics and quite a few King’s pupils have gone on to read these. Such courses open up many careers in business, the professions and the civil service – perhaps even government?

Paul Teeton, Head of Politics

RELIGIOUS STUDIES

Pre-conditions

It is not necessary to have studied GCSE Religious Studies, although that may be an advantage to some candidates, as A Level work has significantly different and deeper demands. The main prerequisites are interest, as well as a willingness to discuss and analyse religious and ethical concepts.

Subject Combinations

Popular A Level combinations of subject have involved Religious Studies alongside two or three of the following: Economics, Politics, English, Latin (and/or Greek), Geography, History and History of Art. Many pupils, however, also combine Religious Studies successfully with a Modern Language or one, or even two or three, of the sciences.

Course Content and Method of Examination

At AS GCE Level and Advanced GCE Level candidates at King's study two complementary areas at AS and A Level GCE:

- *Religious Ethics*
- *Developments in Christian Thought.*

The Advanced Subsidiary GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, i.e., between GCSE and Advanced GCE.

From September 2008 the AS GCE is made up of **two** mandatory units chosen from **nine** options, which are externally assessed and form 50% of the corresponding four-unit Advanced GCE.

At AS and A2 Level, candidates are expected to:

- develop their interest in and enthusiasm for a rigorous study of religion and relate it to the wider world;
- treat the subject as an academic discipline by developing knowledge, understanding and skills appropriate to the specialist study of religion;
- adopt an enquiring, critical and reflective approach to the study of religion;
- reflect on and develop their own values, opinions and attitudes in the light of their learning. They are provided with structured questions showing them when to describe, demonstrating their knowledge and understanding, and when to evaluate, this one topic. In all units they are expected to show awareness of modern scholarship.

AS Units: Pupils at King's will study the following areas:**G572: Religious Ethics (50% of AS):**

- Ethical theories
- Applied ethics topics

G575: Developments in Christian Theology (50% of AS):

- Foundations of Christian theology
- Liberation theology

A2 Units: Pupils at King's will study the following areas:**G582: Religious Ethics (25% of Total)**

- Meta-Ethics
- Free will and determinism
- Conscience
- Virtue ethics
- Applied ethics topics

G585: Developments in Christian Theology (25% of Total)

- Theology of religions
- Feminist theology

At A2 Level, candidates are expected to draw together aspects of different parts of the module of study, making comparisons between one concept and another or one system and another, and looking for relative strengths and weaknesses. In all units they are expected to show awareness of modern scholarship. As they progress from AS to A2, they are expected to tackle more demanding essay-style questions, where they have to demonstrate the higher-level skills of selecting, comparing and ordering the material, although the questions will continue to point them directly towards the Assessment Objectives.

Synoptic Assessment (A Level GCE)

Synoptic assessment is included wholly in the final A2 Units and tests the candidates' understanding of the connections between different elements of the subject. It encourages the development of a holistic understanding of the subject, and in the OCR specification, synoptic assessment is addressed throughout both A2 units. In order to encourage this holistic approach to the subject, topics that are intrinsically synoptic, i.e., those that require candidates to think about certain theological themes, have been mapped onto the A2 content. Therefore whichever units candidates study at A2 they will be addressing these broader themes. The A2 Synoptic themes are broadly drawn from :-

- the concept of deity and relationship with humanity,
- authority and truth in religion,
- experience and religion
- the Human Condition

Janice Reid, Head of Religious Studies and Philosophy

THEATRE STUDIES

Pre-conditions

Whilst having taken GCSE Drama may make for a natural progression into AS level Drama and Theatre Studies, this is not a prerequisite. Enthusiasm and dedication are, however, essential, as is an ability to work without routine.

Subject Combinations

Drama and Theatre Studies combines well with many other AS subjects. It stimulates the imagination, encourages a spirit of enquiry and builds confidence through group and team working. It may also be an excellent counter-balance to science-based subjects, as a significant part of the academic programme is made up of practical work.

Course Content and Method of Examination

The AS and A2 Theatre Studies specifications provide opportunities for the student to pursue particular aspects of study within the context of general knowledge and experience of theatre. It is assumed that the preparation for the examinations will be through related theory and practice.

Specification

Paper 1: Exploration of Drama and Theatre

This unit forms an introduction to the detailed study of two plays from the point of view of performers, designers and directors. Students demonstrate their interpretation and understanding of the two texts by exploring them in practical workshops and by completing a set of 'Exploration Notes'. The 'Exploration Notes' may include drawings, diagrams and conclusions drawn from practical work and discussion work. This unit will also introduce students to a basic vocabulary of drama and theatre to be applied throughout the qualification. The assessment evidence for this unit will be carried out under coursework conditions and is examined by the teacher during class time.

Paper 2: Text in Performance

In this unit students will undertake a role within the production of a play. The text must be different from those studied in any other unit. Students will be assessed on the effective use of performing or design skills as applied to the text and the way in which they communicate their interpretation of a play to an audience. A visiting examiner will assess this unit. The performance will last between 30 and 90 minutes. It is expected that the students will work as part of a production team and that they will work with a

director. In addition a portfolio of work reflecting on the rehearsal process is undertaken which is accompanied by a review of a play seen in production.

Paper 3: Devising

For this unit, students work on the process of devising an original piece of drama for presentation to an audience. This will be based on a suitable stimulus set by the department and/or created for a specific audience. Within the process and performance, students will be assessed on their individual contribution. Each student will keep a 'Structured Record' that enables him/her to reflect upon and analyse the process. Students may use ideas, genre, forms or techniques explored in other units as the basis for their work. The work must be performed from a script or a set of written instructions created by the group. Whilst there may be elements of the performance that are planned to be spontaneous, the structure of the piece and the roles within it should be pre-determined.

The teacher will provide a mark for the Structured Record, and a mark for the performance. The marks will reflect the student's achievement both during the process and in the final performance. These marks will be externally moderated.

Paper 4: Text in context II

This unit requires detailed study of two prescribed plays.

In Section A, one play from a choice of two is studied from the point of view of a director, and students will be required to develop and shape their ideas for a fully thought through production. Students will be required to relate their ideas for the whole play to an extract set in the examination and to articulate their knowledge and understanding of the social, cultural and/or historical contexts of the play.

In Section B, students are required to study and research the production history of a play written and performed in either Ancient Greek or Roman Theatre, Renaissance Theatre or Victorian and Edwardian Theatre. The students must evaluate the ways in which directors, designers and performers have used the medium of drama to interpret the chosen play. This should include a contemporary production of the play seen at first hand. Students will be required to compare productions of the play that they have researched and to evaluate the effectiveness of the way in which the medium of drama has been used to create the performances.

This unit will be examined by an externally marked written paper and forms part of the synoptic assessment.

The examinations for Units 1 and 2 (AS) are taken during the 6b year and for Units 3 and 4 (A2) during the 6a year.

Further Education and Careers

Drama and Theatre Studies has been a recognised university degree programme in Britain since 1946. Undergraduate and postgraduate study is available at a wide range of universities including Birmingham, Bristol, Exeter, Goldsmiths, Hull, Kent, Leeds, Loughborough, Manchester, Royal Holloway, UEA, and Warwick. Vocationally oriented courses are also offered by leading drama schools such as RADA. As well as careers in the theatre (actors, directors, playwrights, designers, technical theatre specialists), many Drama graduates are to be found in television, radio and allied professions.

Graham Sinclair, Director of Drama

APPENDIX 1**Oxford and Cambridge**

In most years about 50 of our 6a students make applications to Oxford or Cambridge. In addition to completing a UCAS form, candidates have to apply separately to an Oxford or Cambridge College. It is the College that decides whom to admit, so the choice of College is important. The School provides a well-organised and comprehensive system of advice and support, but it is vital that students take responsibility for their applications from an early stage, if chances of success are to be maximised.

Applicants for both universities have interviews during their first term in 6a, usually in early December, after which they may be made an offer of a place, conditional upon their achievement of certain A Level grades. In addition, GCSE and AS results are very important, and Oxbridge Colleges now make use of a variety of tests, taken at, or near, the time of interview, and may also ask for samples of work done at school to be submitted prior to interview. Reading and knowledge of material beyond the confines of the A Level syllabus is expected. If an offer is made, then it is almost always pitched at AAA at A Level.

Applications to either Oxford or Cambridge can also be made post A Level. However, as with pre A Level applications, competition for places is fierce, and even candidates already holding three or four A grades are by no means assured of entry. Students who believe that they might follow this route would be wise to tackle Advanced Extension exams at the end of their 6a year as well as A2. Each year a dozen or more students apply via this route.

Neil Warnick, Head of Sixth Form

APPENDIX 2 – 6b (Year 12)

Examples of possible programmes of study in 6b:

(See page 6 for subject blocks)

	<i>8 ppw Block A</i>	<i>8 ppw Block B</i>	<i>8 ppw Block C</i>	<i>8 ppw Block D</i>	<i>3-4 ppw Block E</i>	<i>5-6 ppw (extras)</i>
Student 1	English AS	TS AS	RS AS	Biology AS	Arabic	
Student 2	Greek AS	French AS	Latin AS	Geology AS	Perspectives- EP AS	
Student 3 <i>(taking FM)</i>	Chemistry AS	FM AS-A2	Economics AS	Politics AS	FM AS-A2	
Student 4 <i>(Music scholar)</i>	Music AS	Maths AS	Geography AS	Spanish AS	extra music	[Develops EP out of music]
Student 5 <i>(taking French A2 and Perspectives)</i>	History	French A2 (with 6a class)	D&T AS-A2	Physics AS	Perspectives- EP AS	
Student 6 <i>(taking French A2 & a Perspectives course)</i>	Philosophy AS	Economics AS	HA AS	Art AS	French A2	Perspectives- EP AS

AS = AS Level study (the first half of an A Level)

A2 = A2 study (the second half of an A Level)

EP = Extended Project

FM = Further Maths

TS = Theatre Studies

RS = Religious Studies

HA = History of Art

APPENDIX 3 – 6a (Year 13)

In 6a blocks A and B swap, as do blocks C and D (see page 9 for provisional 6a blocks). There is no compulsion to study a subject from block E

Using the same hypothetical students as in appendix 2, the following are examples of possible programmes of study in 6a, together with their final outcome:

	Block A	Block B	Block C	Block D	Block E	Student's final sixth form profile
Student 1 <i>(Biology not continued to A2)</i>	TS A2	English A2		RS A2	Arabic	3 A levels (TS, E, RS) 1 AS level (B) GCSE Arabic*
Student 2 <i>(Geology not continued to A2, but critical thinking AS begun in 6a)</i>	French A2	Greek A2		Latin A2	Crit Think AS <i>(finish EP)</i>	3 A Levels (F, Gk, L) 3 AS levels (Gl, CT, EP)
Student 3 <i>(continues with all 6b subjects)</i>	FM A2	Chemistry A2	Politics A2	Economics A2	FM A2	5 A2s (M, FM, C, Gl, Ec)*
Student 4 <i>(continues with all 6b subjects)</i>	Maths A2	Music A2	Spanish A2	Geography A2	<i>(finish EP)</i>	4 A levels (M, Mu, Gy, S) 1 AS level (EP)
Student 5 <i>(French A level completed in 6b; new RS AS level begun in 6a)</i>	RS AS	History A2	Physics A2	D&T A2	<i>(finish EP)</i>	4 A levels (F, DT, H, P) 2 AS levels (RS, EP)
Student 6 <i>(Philosophy not continued to A2)</i>	Economics A2		Art A2	HA A2	French A2 <i>(finish EP)</i>	4 A levels (Ec, A, HA, F) 2 AS levels (Phil, EP)

* Although these students did not take the Perspectives courses in 6b, the post-AS course will provide them with the means and opportunities to write and Extended Project if they so desire.

Appendix 4- e-mail contacts

For further details on any of these matters, teachers can most easily be contacted by e-mail through the following addresses:-

Art	David Cameron	dc@kings-school.co.uk
Biology	Stephen Winrow-Campbell	sjwc@kings-school.co.uk
Chemistry	David Arnott	dma@kings-school.co.uk
Classics	Janet Taylor	jt@kings-school.co.uk
Critical Thinking	Geoff Cocksworth	grc@kings-school.co.uk
Design and Technology	Keith Martin	kejm@kings-school.co.uk
Economics	Bernadette Cocksworth	bc@kings-school.co.uk
English Literature	Anthony Lyons	ajwl@kings-school.co.uk
Geography	Robert Sanderson	rps@kings-school.co.uk
Geology	Dick Churcher	rc@kings-school.co.uk
History	David Cameron	dac@kings-school.co.uk
History of Art	David Felton	djf@kings-school.co.uk
Information Technology	Al Holland	ajh@kings-school.co.uk
Mathematics	Stuart Ocock	spo@kings-school.co.uk
Modern Languages	Tim Armstrong	tja@kings-school.co.uk
Music	Howard Ionascu	hjpi@kings-school.co.uk
Music Technology	William Bersey	wmb@kings-school.co.uk
Philosophy	Janice Reid	jmr@kings-school.co.uk
Photography	Phil Chaundy	pjc@kings-school.co.uk
Physical Education	Richard Singfield	rals@kings-school.co.uk
Physics	John Hughes	jsh@kings-school.co.uk
Politics	Paul Teeton	pt@kings-school.co.uk
Religious Studies	Janice Reid	jmr@kings-school.co.uk
Theatre Studies	Graham Sinclair	ges@kings-school.co.uk
Head of Sixth Form	Neil Warnick	rnw@kings-school.co.uk
Director of Studies	Geoff Cocksworth	grc@kings-school.co.uk
Exam Officer	Elaine Mc Dowell	eam@kings-school.co.uk
Careers	John Parker	careers@kings-school.co.uk