



A GUIDE TO LIFE IN THE SIXTH FORM AND THE SIXTH FORM CURRICULUM AT KING'S 2022-2024

6b = the first year of the Sixth Form (year 12)
6a = the second year of the Sixth Form (year 13)



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HEADMASTER'S PREFACE

The Sixth Form at King's: the chance to specialise on the academic front, but to keep up the King's renaissance approach to personal development and co-curricular interest and achievement. This stage of King's offers the perfect way to prepare successfully for high-level university entrance, but also to make the most of all the opportunities and resources such a big and vibrant Sixth Form brings.

The Sixth Form at King's is a dynamic, fulfilling, and interesting stage of the whole King's experience. Whether it marks continuity for those who are already pupils here, or gives an exciting new opportunity for those joining, the programme outlined in this booklet offers the same experience. All options combine wide choice of subject, the Renaissance approach to personal development and co-curricular activity, forming the Sixth Form life for which King's is rightly famous.

The warmth and sense of belonging that our welcoming and friendly Sixth Form community delivers so generously is an added attraction. In summary, there are many different pathways to excellence, but our happy and well-rounded Sixth Formers find the one that suits their personality and plays to their strengths and interests. We offer what writer Michael Morpurgo recently described as a 'university-like education adapted to younger people, one that combines the traditional virtues of the well-rounded King's education to the pursuit of academic excellence'. King's Sixth Formers opt in and do not opt out! They enjoy sharing each other's gifts and developing on a whole number of fronts, as well as securing an excellent pathway to top universities or Art Colleges, Drama Schools or Music Conservatoires. Each summer, some King's Sixth Formers choose to go straight into the world of work (the IT industry has recently been popular), or into the Armed Services, or take up Apprenticeships: we think this broad-minded approach to future opportunities is healthy and to be encouraged.

Alongside this King's vision of education, the reformed A Levels provide the platform for all Sixth Formers to approach top-end university application with confidence. 90%+ of our year groups go on to top-tier universities in the UK or the US. Each year we present 50 or so strong candidates for Oxbridge entrance; each year over 30 achieve competitive places there or at the world-class London universities of ICL, LSE and UCL. Overall then, the King's Sixth Form is a special time, a time to share one's gifts and to develop them further.

At the end of the King's Sixth Form, our 6as not only make a smooth transition to top university courses in the UK, the USA and in mainland Europe, but have enjoyed a high quality and enlightened academic education. Furthermore, through the cultivation of important skills of communication, research and problem solving, they are ready to face the challenges of the 21st century, ready to give value, wisdom and experience back to our fast-developing (and often unequal) society.

Alongside these well-known virtues of a King's education, I would like to add the importance I attach to the contribution our Sixth Formers make by their maturity, responsibility, and sense of engagement to the wider running of the School. The unique ethos at King's relies on their belief in these key features. Our Sixth Form has its own priorities and strengths, but it is fully committed to looking after the members of the younger year groups and is usefully involved in the activities, charity fund-raising and projects that connect King's to the world outside the beauty of our historic quads and courts. The Sixth Formers at King's have shown leadership to the rest of the School throughout the period of the Covid-19 pandemic: their resilience, good humour and positive approach to what has been a time of certain restrictions and temporary lockdowns have been remarkable. I am so proud of our Sixth Formers and their engagement in the life of the Covid-safe School and their maturity in the face of adversity shows just how valuable a King's education is during unprecedented times like these.

Peter Roberts
Headmaster

FOREWORD FROM THE HEAD OF SIXTH FORM

In September you will begin the potentially most rewarding two years of your schooling to date. Whether you are new to the school or currently in the Fifth Form, the Sixth Form at King's holds endless opportunities for both academic and self-discovery.

There is no doubt that the Sixth Form here is a very exciting place to be. There is a balance of structure and independence. As we begin to prepare you for university and beyond, you will be expected to take increasing responsibility for your own learning: personal responsibility and dedicated self-motivation are – in life as much as at school – pre-conditions of success. Of course, education is a two-way process and here at King's we very much value the positive dynamic that exists between teacher and pupil; as you become adults yourself, this dynamic may change, but the unfailing support and encouragement that you receive from the staff here will not. The pastoral teams in both boarding and day houses, alongside a strong Careers department, are ready to help prepare you for university applications or other choices to taking you in equally exciting directions.

Sixth Form life here at King's is all about making the most of your opportunities: the numerous societies, clubs and activities we have all seek to further and develop interests piqued in the classroom. Furthermore, the numerous academic extension classes run by various departments cater for those who wish to broaden their knowledge beyond the confines of A-Level and Pre-U specifications. All sixth formers are encouraged to attend at least one King's Talk a term. We believe that those students who most fully involve themselves outside the classroom, also do the best within it; it is always our intention to help curricular *and* extra-curricular interests flourish.

The Sixth Form at King's also provides excellent support and guidance when it comes to planning your future. It is important to set long-term objectives: you should see the Sixth Form here as preparation for your working adult life. Indeed, you will be considered 'senior students' in these last two years and, as such, set a visible example to younger boys and girls. You will find many opportunities both on a House and school-wide level to exercise this leadership in many visible ways.

You have a bright future ahead of you: we look forward to sharing it with you for these very important two years.

Al Holland
Head of Sixth Form

ACADEMIC INTRODUCTION

To all pupils joining or progressing to the Sixth Form at King's in September 2022

Some pupils find the process of choosing A level subjects is straightforward, if they know what they want to study at university, or they are confident in their abilities and interests. For most, it is quite a challenge to narrow down to three, four or five subjects from a broad range of nine or more at GCSE.

Do not worry – lots of advice is on hand, and while the provisional choices have to be made soon to allow the timetabling process to start, the decisions are probably not irreversible. Some pupils change their courses after starting them in September but of course it is not advisable to leave it too late before joining an A level subject; we recommend no later than October Half Term.

A full list of subjects and a provisional blocking structure is included in this Guide. A small number of A level courses we teach are International A levels, awarded by the Cambridge board (CAIE) and recognised of equal value and rigour to the domestic UK A levels (awarded by Pearson/Edexcel, OCR, AQA or Eduqas).

A levels are highly valued qualifications recognised around the world. They are now linear qualifications (except the Cambridge International A levels which are semi-modular). A linear programme is better for both broader and deeper learning; it also allows a pupil to grow into a subject without the pressures of learning to jump through the AS 'hoops' during yet another round of public examinations. The structure of a minimum of three-and-a-half subjects in 6b gives an opportunity to study for the Extended Project Qualification or another AS or GCSE, and to enter other essay and project competitions which can be invaluable for competitive university entrance and wider experience. I should point out, however, that 6b pupils do not go unassessed: they will have school examinations at the end of November and in the summer term with the results of the latter feeding into the UCAS predicted grades and school references for university applications made later this year.

A King's Education

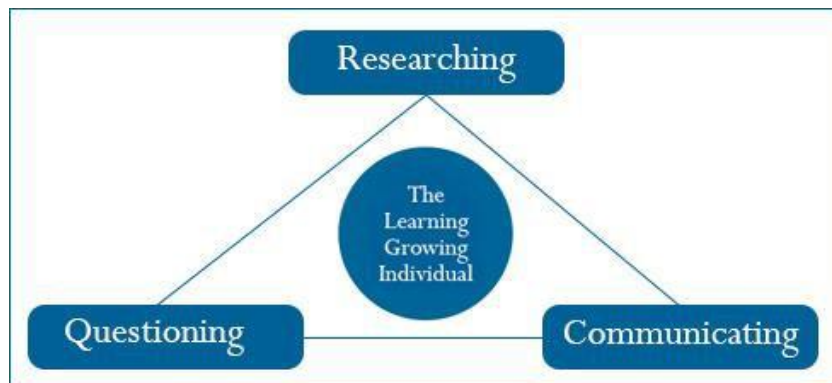
There are two very important features of Sixth Form education at King's: the opportunity for breadth as well as depth, and a willingness to be as flexible as possible. We recognise that there are many different pathways to the same end: a flourishing student. With these aims, we have continued to offer our pupils a large range of subjects and opportunities. Therefore, in 6b it is wise to study a little more than this, both for educational breadth at what is a relatively young age – compare to the broader curricula on the continent, in the IB, in the USA and elsewhere – and to allow some time to try out both familiar and new subjects at a higher level before committing to the final three (or four). Most pupils will narrow down to just three main subjects in their 6a year but they are expected to begin their 6b year working on three main subjects plus an extended project or 'E block' course, or four main subjects (possibly also with an EP or 'E block' course), although the intention should be there to continue all four all the way through.

No UK university demands more than three A level grades and so the curriculum for the majority of 6a (Year 13) pupils is simply the three A level subjects. Over 25% of our pupils continue to take four or more A levels, to challenge themselves, to maintain breadth of interest, to show what they can achieve and to give flexibility in being able to make the toughest A level grade offers.

All A level courses have been reformed in the last five years and methods of teaching, especially in the Sixth Form, have moved away from didactic methods of the past. The Internet has changed the way we all seek out material. With information now available to pupils online, wherever they are, there is a gradual shift in pedagogy which rightly puts the emphasis more upon the pupil to research and gather that material. The role of the teacher is to inspire the pupils, at the same time enabling and empowering them to turn information into knowledge, thus developing skills, especially through the 'core themes' outlined below,

that will serve them well in the 21st century as well as in their exams. What this means in practice is that outside lessons, less time will be spent upon writing up material taught in lessons, and more upon research in preparation for lessons.

The focus in the Sixth Form, as elsewhere, is upon the development of three core areas:



Researching

The school promotes a spirit of enquiry beyond the confines of our pupils' immediate experiences and the requirements of examination syllabuses. Through encouraging an awareness of their voyage of discovery, and helping them to develop skills that are relevant and useful, we aim to help them develop a joy of learning for learning's sake.

Questioning

Information doesn't mean knowledge and knowledge doesn't always lead to deeper learning. In today's world with information everywhere, it is essential that our pupils are challenged in the classrooms, debating chambers and forums to turn what they have discovered into something useful, meaningful and lasting.

Communicating

Sharing education is fundamental: it aids, reinforces and deepens learning. Pupils live together and are encouraged wherever applicable to work together in a supportive and vibrant community. They learn the skills of creative expression through art, drama, music and sport as well as understanding the power and responsibility of the written and spoken word.

Conditions and Expectations

As the Head of Sixth Form says in the foreword to this document, these are exciting years intellectually and socially. In fact, despite the inevitability of public examinations and political vicissitudes such as those outlined above, the process of 'being educated' at a school like King's in today's world offers so many opportunities that our pupils are in a privileged position. Indeed, it is because we expect them to take full advantage of their situation that we make strong demands on them. We expect pupils to exhibit a responsible and mature attitude, demonstrating both a love of learning and the character to accept and overcome challenges.

Any pupil, whether continuing or joining, wishing to study in the Sixth Form at King's:

- 1. should have at least seven I/GCSEs at grade 6 to cope with the pace and expectations of our courses, and the strong academic profile of most sets. If results are below, this then experience shows that pupils struggle.*
 - 2. should have at the very least grade 6 in the subjects to be studied at A Level (for sciences, maths and modern languages grade 7 is essential and grade 8 desirable; and for Further Maths a grade 8 should be achieved in I/GCSE Maths).*
 - 3. should have a good record of behaviour and co-operation, and a commitment to a further two years of academic work in the context of a 13-18 boarding school.*
 - 4. should choose a combination of subjects which will fully challenge, stimulate and occupy them during the Sixth Form years.*
-

We do, of course, hope and expect all our potential Sixth Formers to more than meet these expectations: nearly all pupils at King's achieve far more than the minimum number of passes, and with strong grades, too. There is no reason why this should be different for any of our current Fifth Formers, given a good level of application on their part. Typically, pre-pandemic inflation, well over 90% achieved nine good passes (grade 5 or above); the recent average is over 75% grades 7-9 overall. Over half the year achieve at least nine grades 7-9 (A or A* level).

It is important to point out that King's is not a Sixth Form College. It is a school in which pupils aged 13 to 18 live together and, whilst we give our Sixth Formers privileges and extra responsibilities, they are subject to the published school rules. Anyone entering the Sixth Form must be prepared to accept this basic understanding and to enjoy the benefits of being part of a larger institution.

Sixth Form subjects are taught in class/set groups – ordinarily a maximum of 14 pupils per set in 6b and 12 in 6a – though most classes are much smaller, averaging nine pupils. This means that pupils get the best of teaching and the interplay of discussion with their peers. But it also demands high levels of individual responsibility in terms of motivation and behaviour. They are expected to do all the work set by the deadlines, routinely to consolidate and revise their work, and to attend all lessons, Library Study periods and Individual Study periods in their timetables.

As my colleagues have written, this is an exciting time to be making choices and setting the academic direction to move in. I wish you an enjoyable process making up your mind about what to study from our wide range of advanced – for this is what the A in A level stands for! – courses.

Luke Bartlett
Deputy Head (Academic)

THE SIXTH FORM PATHWAY 2022-2024

For Fifth form pupils currently at King's: the following outlines the procedures for ensuring pupils make informed and realistic decisions for the Sixth Form:

- Fifth Form pupils are encouraged to talk to teachers, Heads of Department, their tutor and HSM informally about their choices **through the Autumn and Lent Terms** while making provisional choices and updating them if necessary. There is a new subjects' fair in March to provide briefings on those subjects not taught at GCSE.
- **January 2022:** pupils take Mock examinations in all their I/GCSE subjects.
- **Before February Half Term:** publication of the Sixth Form Guide following the Mock results.
- **Lent Term 2022:** following discussions with their tutors, pupils will submit their provisional choice of subjects via an online form, due in soon after Half Term. Most changes of subject choices are able to be made after this although the later it gets in the school year, the more there will be some restrictions on choices and combinations as the timetable and staffing decisions take shape. We do work hard to be as flexible as possible.
- **Lent Term 2022:** Fifth Form pupils take a careers assessment conducted by Cambridge Occupational Analysts and each receive an individual report. These 'COA' tests measure pupils' interests as well as their aptitudes. The resulting reports put strong emphasis upon their interests, but at the same time give pupils the opportunity to compare those interests with their perceived academic strengths. They also contain brief information on a wide range of relevant occupations with an indication of suitable A level subjects.
- **March 2022:** all pupils will be interviewed about their choices by their Housemaster/mistress; some will be seen by the Heads of Sixth Form, and some will be seen by me. All are welcome to seek advice from teachers, Heads of Departments and me. The Head of University Admissions, Dr Karolyi, is available for individual referrals and appointments in the Careers Centre under Shirley Hall.
- **June-July 2022:** after the I/GCSEs formally come to a close, there are some days of 'trial' lessons in some subjects, matching as closely as possible what each pupil has chosen to study.
- **August 2022:** I/GCSE results – to progress into the Sixth Form and to be able to access the courses, pupils should achieve at least seven Bs or grade 6s and have viable programmes of study. Those intending to take maths, sciences and modern languages to A level must have at least grade 7s (and grade 8 for a Maths A level) in those subjects.
- **August 2022:** post I/GCSE results pupils will confirm their programmes of study in conversations with the Housemasters/mistresses. The Head of Sixth Form and the Deputy Head (Academic) are available by phone and email for advice, too.

Choosing subjects

The Russell Group of Universities has published a guide to making 'informed choices' in the Sixth Form. This is worth a view; it can be found at <http://russellgroup.ac.uk/informed-choices/>. Our general advice remains:

- pupils should choose subjects which they find the most interesting, and in which they have the most potential to succeed at the A level challenges
- they should bear in mind which subjects and combinations of subjects are deemed to be 'facilitating' in terms of career paths and university courses and they should certainly be aware of subjects and combinations that might close any potential doors that would be best left open
- they 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 next year's 6b are required by Friday 25 February 2022 via an online Form that opens after Half Term.

The subjects in the Sixth Form curriculum are offered in timetabled option blocks. Only one subject from each block can be chosen. We expect about half the yeargroup to choose a fairly full curriculum in 6b by choosing **four main subjects**, with an extension option (e.g. the Extended Project) but largely not, and half the pupils to embark upon **three main subjects plus a choice from the E block**. In September of the 6a year, about 70% of pupils will have narrowed down to three main subjects, with c30% of pupils continuing to pursue four or five full subjects.

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 this cohort is published on the next page. Each year there are some variations based upon pupil choices and we try our best to accommodate all 'sensible' combinations of subjects. That said, there may be a few combinations that are impossible. After the first trawl of choices in the Lent Term the subject blocking becomes more final and we cannot guarantee to accommodate pupil changes.

Those wishing to choose a combination of subjects that is not possible with these blocks should let me know as soon as possible. We do try hard to accommodate all sensible combinations, though some more unusual combinations may prove to be impossible. **The existence of any subject/set in a particular block depends upon its viability in terms of choices and numbers.**

Notes on the provisional subject blocks overleaf

Please note that the subject blocks are only printed at this stage to provide a flavour of what is on offer and the range of combinations available; they are very provisional and the subjects within them will evolve until mid-June according to demand, and to facilitate the choices made.

Arrangements for mathematics are slightly different from those for other subjects – see the entry later in this Guide for details. The subject Core Maths in block E is designed to provide maths for those who are not really A Level mathematicians, but who want to (or need to) continue with maths in the Sixth Form. It does not lead to an A Level but to an alternative qualification, somewhat like an AS, that is recognised by universities with UCAS points. It should be chosen in addition to three or four main block subjects or could be studied alongside three subjects and an EP. It can be taken in one year or over two years, depending on progress and aptitude.

Provisional 6b subject blocks in September 2022

Introduction

- The expectation for 6bs is to study three main subjects plus one from block E, **or** four subjects, **or** four subjects plus one from block E.
- 27% of the 6a pupils at King's over recent years took four or more A levels, and this breadth and ambition is invaluable in preparing to apply to competitive universities, in presenting as a strong academic candidate, and in achieving the high grades given out in offers (nearly always three grade offers but usually with flexibility as to where the A and A* grades can be achieved).
- Some courses in Block E are certificated to GCSE, AS or A level; others are equally valuable as extension and enrichment subjects but do not lead to a qualification.
- We can't guarantee that all possible combinations will be possible or that all courses will run in the blocks shown. It is possible that a combination allowed here is not ultimately possible, but the vast majority of possible combinations of subjects are able to be scheduled together. We work hard to make all sensible combinations possible.
- The compulsion to choose an E block course with three other subjects is for the 6b year; some courses continue into 6a over four terms or two years.

| Block A 9ppw | Block B 9ppw | Block C 9ppw | Block D 9ppw | Block E 4ppw Enrichment & Extension |
|--|--|---|--|--|
| Art History Biology Design & Tech. Economics English French Further Maths I* Geology German History Latin Mathematics Physics Psychology Theatre Studies | Chemistry Design & Tech. Economics English Further Maths I* Geography Greek History Mathematics PE Photography Physics Politics Psychology Theatre Studies | Art Chemistry Computer Sci. Classical Civ. Economics English Further Maths II* Geography Mathematics Mandarin Music Philosophy Physics Politics Psychology Spanish | Art Biology Computer Sci. Economics English French Geology Geography History Mathematics Music Tech. Psychology Religious Studies Spanish | Further Maths II* Extended Project (AS) AS Critical Thinking AS Business AS Art & Design: Graphic Communication AS French AS Spanish AS German GCSE Astronomy Computing & Coding Latin (beginner) [#] Greek (beginner) [#] GCSE Greek [#] GCSE Latin [#] Advanced French [^] Advanced Italian [^] Advanced Spanish [^] Advanced German [^] Advanced Mandarin [^] Advanced Russian [^] Beginner Italian [^] Beginner Russian [^] Beginner Japanese [^] |
| AS Business | AS Business | | | |

Key

ppw taught periods per week

- * The route to two Maths A levels (Maths and Further Maths) is to choose Further Maths I in one of blocks **A or B**, and Further Maths II in **one of C or E**.
- ^ *Ab initio* (beginner) and advanced courses are available if there is sufficient demand but intermediate courses to GCSE or AS may also be possible to schedule: contact the Head of Modern Languages. Some of these lessons may take place in 'out of timetable' slots.
- # Greek = Ancient Greek, Latin: beginners' courses, perhaps leading to GCSE over two years.

Work Patterns and Monitoring Progress

Boarding Sixth formers are expected to work during the designated 'prep' times (7.30–9pm in houses) – Day pupils can stay and work in prep if they choose or attend a particular event (see below on Sixth Form Talks and 'After Hours'). They will also need to find other time within the week to study. Therefore, most find that they need to organise their own use of time very carefully. They work better when there is a structure to their day and their studies; we help them with this, but at the same time have to allow their autonomy to develop. Their tutor and housemaster/housemistress are crucial in this respect. 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 for most 6bs 16 hours a week of out-of-classroom study is realistic, of which about half is scheduled prep time. This means four hours per subject if four main subjects or five hours on each if three main subjects plus an E block course. The expectation rises in 6a.

Reporting and tracking of pupils' progress takes place through the interim grades ('*traffic lights*'), trajectory grades and half termly and end-of-term report system. The pupil's housemaster/housemistress, tutor, and the three Heads of Sixth Form oversee their progress through the many different hurdles. Reports are published to parents on various Fridays of the year after a tutor discussion with the pupil earlier that week. More details can always be found in the Assessment & Reporting Policy.

Holiday Work

Terms in a boarding school are intense and relatively short. At the end of a term or half-term, pupils need a rest and a change of activity. However, as implied strongly in the early pages of this document, those that limit their academic endeavours to the classroom and term time are unlikely to achieve at a high level and thereby make themselves competitive when it comes to the top university courses. Therefore, it is also essential that they use the extended holiday time available for their own academic and future enhancement. The other holidays are important for:

- general reading, particularly fiction
- preparatory reading and research – getting ahead
- background and supporting reading and research – consolidating and caching up
- researching university and careers opportunities: possibly visiting universities, engaging in work experience or work shadowing

At certain times specific work will be set by the teachers, especially in the October half-term and with regard to revision for external or internal exams, but it is more likely that pupils will be given general guidance and advice. Whilst much of this is unstructured, we do expect it to be done.

Luke Bartlett
Deputy Head (Academic)

STUDY AIDS AND ADVICE

Careers and Universities

Careers advice is given on an individual and collective basis throughout the Sixth Form and beyond. The Head of University Admissions is always available by appointment, and pupils are welcome to drop in to the well-resourced University and Careers Centre. Advice can also be sought from Heads of Departments, Housemasters and Housemistresses, Tutors and the Heads of Sixth Form.

All those entering the Sixth Form take part in the Induction Course during which there is input from the University and Careers department. Our aim is that pupils settle into a working atmosphere in the first term while also being able to access the University and Careers Centre during their study periods.

The table below shows the typical university applications timetable with some of what is available.

| 6b (Year 12) | Detail | Ongoing |
|--------------------|---|---|
| Autumn Term | Preparation course for those applying to US universities | |
| | A variety of talks on a range of career and university options. The Overseas Universities Fair | |
| Lent Term | Online higher education matching provided by UniFrog. This programme matches their interests and abilities to degree courses both here and overseas. Tutors can see pupils' research into universities and courses | Information is given to the pupils of the many pre-university courses offered during the academic year as well as university taster courses and open days |
| | Extension classes, Oxbridge and Medics talks | |
| | UCAS briefing for parents of 6b covering all aspects of the application process | |
| | Armed Forces Liaison Officers | |
| Summer Term | The OKS Office and Careers Department coordinate links with successful former pupils and appropriate post-18 providers in a variety of talks and forums | Various day and half-day conferences involving a wide range of speakers |
| | Pupils start their online UCAS application and begin to construct draft personal statements | |
| | During the Lent and Summer Terms all 6b pupils can have personal interviews with the Head of University Admissions or the Head of Sixth Form. They will also all have ongoing discussions with their Tutor and Housemaster/Housemistress. | |

| 6a (Year 13) | | |
|------------------------|---|--|
| Autumn | All applicants are overseen by their Housemaster/Housemistress, and the Head of University Admissions, who are responsible for the final reference. The reference is collated from individual comments and predicted grades provided by subject teachers and endorsed by the respective Heads of Department. All applications are overseen by the Sixth form team which includes the Head of University Admissions, the Head of Sixth Form, the Medical Application Co-ordinator, the Oxbridge Co-ordinator, USA university Co-ordinator and members of the Senior Management team. | |
| | UCAS applicants completed: all Oxbridge and Medics (including dentistry and vets) have to be submitted by 15 October | - Internal deadlines are earlier |
| | All other applicants must submit to the school by the end of October | - Ongoing preparation from departments |
| | University entrance tests: BMAT, LNAT, UCAT, Oxford and Cambridge University tests | - Specific classes for medical applications |
| | | - 'Oxbridge Plus' lessons |
| | | - Practice interviews |
| Lent | Final hard UCAS deadline: 15 January | - Year group meetings arranged and follow-up emails sent to advise on procedures |
| | Applicants receive responses from all universities and make their decisions | |
| Summer (August) | Head of University Admissions, Head of Sixth Form, Deputy Head (Academic), Housemasters and Housemistresses are available to advise applicants, if required, following the publication of A Level results | |

The following links are all useful for Sixth Formers applying for university:

- Studying in the UK, including at Conservatoires: www.ucas.com and <https://www.unifrog.org>
- Studying at a UK Drama School: www.federationofdramaschools.co.uk
- Information on studying in the USA: www.fulbright.org.uk
- Studying in Europe: www.eunicas.co.uk/
- Studying in Europe: www.astarfuture.co.uk/
- Studying in Australia and New Zealand: www.studyoptions.co.uk

Dr Julian Károlyi, Head of University Admissions
Al Holland, Head of Sixth Form

Information Communications Technology

King's ICT provision is embedded within all teaching and learning, with interactive touchscreen Smartboards in every classroom and laboratory, and several well-equipped IT classrooms. There are also a few suites of iPads or laptops available for use within several academic departments and in the school Library. There is an enterprise grade Aruba WiFi system for connecting up to four devices per pupil - iPads/smartphones/tablets/laptops/Macbooks - in all houses, classroom and common areas. Pupils may bring their own desktops, laptops or tablets for use in their houses, within certain guidelines (NB a laptop recommendation sheet will be sent out to all new joiners), though the school cannot support these technically beyond basic configuration assistance and advice. We do have relationships with local repair shops, however, and can help negotiate best rates. Each house also has its own IT suite facilities for pupil use, as well as WiFi in all studies and common room areas. New pupils will be provided with an IT induction booklet within their first week, which details instructions for gaining access to our network from house studies. This process is greatly simplified if pupils ensure that their laptops or desktops have all windows/mac updates installed, and a fully updated anti-virus programme, upon arrival at the start of each term. However, we advise against being an early adopter of latest MACOS or Windows S or Home OS without first checking compatibility with school network.

The King's School website provides links for pupils to access their school 365 mail, 1 TB One drive, Teams, iSAMS portal, Sharepoint Intranet and other resources from home as well as in school. The school intranet/VLE also provides a wealth of resources for access at school or from anywhere in the world. This is now a dominant central school resource; additional functionality includes certain aspects of a virtual learning environment, with daily updated content for each teacher, department and house, sports information via SOCS and an index of all King's media. The school also now uses Teams and Microsoft Class Notebooks in tandem with Sharepoint. In addition, there is a multimedia server, Planet e-stream, which provides useful sound and video clips and films, arranged by subject, accessible at any time to pupils within school. Finally, there is a parent portal, MySchoolPortal, which works on any browser device, mobile or static.

All pupils are provided with internet access from their room, which has suitable filtering applied according to year group. However, as many pupils now connect to the internet via 3G/4G phone signals outside of the school's control, parents must help in the education of their children as to what constitutes safe browsing (e-safety lessons are scheduled at the start of the Shell year). Internet access, e-mail and ICT resources are provided subject to our acceptable use policy, to which all users must adhere. There is a network access control device called Aruba Clearpass, which pupils have to register with at the start of the year. This checks laptops and desktops for software legality, presence of an updated anti-virus program and other criteria, before allowing them on to the network. If this scan fails, the pupils will be advised as to how to rectify the problem themselves. If unable to do so, they can bring it to the IT support department for assistance. King's has strong multimedia resource provision, with digital still and video cameras available, a suite of 50 Apple Macs in the Music department, an Adobe Creative Cloud site license for Art/photography, and a 32-track digital recording studio in the music department.

The IT support department exists to provide the best possible provision of service to both staff and pupils at King's. We are based in Milner Hall and our door is always open to anyone requiring any ICT assistance or advice. There is also an on-line help facility, helpdesk@kings-school.co.uk.

Robin Falcon, Director of IT Services

The School Library

The Library is situated on the St Augustine's site in a beautiful building, offering a quiet working environment for studying and reading. There are over 30,000 books, DVDs, magazines, spoken word CDs, music CDs, board games and other resources, in both print and electronic formats. A diverse fiction collection provides access to books that both reflect pupils' own world and expose them to the experiences of others. An extensive selection of online resources is available through the intranet, providing academic research materials beyond what a search engine can supply. Laptops, iPads and e-readers are available for use within the Library, as well as desktop PCs and a Mac. Printing, photocopying and scanning facilities are also available.

Access to information in today's society means so much more than provision of information. We place a great emphasis on teaching pupils how to deal with the world of information that is constantly at their fingertips, whether that be spotting fake news, accessing the credibility of self-published authors, or keeping track of information and taking notes effectively. Library staff deliver study skills training to all pupils entering the Sixth Form, and subject-specific workshops are provided as required.

Sixth Form pupils may borrow up to ten items at a time, for an initial three-week loan period. Renewals can be made at request. Pupils also have borrowing rights at university libraries in Canterbury.

Opening hours:

| | |
|------------------|---------------|
| Monday to Friday | 09:00 - 22:00 |
| Saturday | 08:30 - 18:30 |
| Sunday | 10:30 - 22:00 |

Advice for prospective A level students

- Read! The power of literature to open your heart spiritually, morally and culturally, through curiosity and empathy is completely distinctive and irreplaceable.
- Tell the library staff what you're reading and what you'd like to read. They like to hear your views and often buy things that pupils recommend or request.
- Get familiar with the Library early on: there's more on offer than just books!

Philippa Rose, Librarian

Learning Enhancement & Support

The school's Learning Enhancement department offers individual or small group support (generally one session a week or one a fortnight) to students who are experiencing difficulties with specific aspects of their learning.

Referral

This can come via a variety of routes, although usually the student's House Mistress/Master or Tutor tend to make the first contact, but students are also able to self-refer through the VLE or by contacting a member of the department.

Support

Learning Enhancement takes various forms:

- Small group, time-limited interventions, focusing on particular areas, such as organisation, active revision, essay writing skills, etc
- Individual support by a suitably qualified member of staff: these lessons are personalised to meet the needs of the individual student.
- Mentoring: individual sessions are used to help students raise their attainment. Students do not always have a diagnosed difficulty but it is felt that they would benefit from suitable encouragement and support.
- Assessments for Examination Access Arrangements: a small number of students find that the challenge of A Levels is affected by slow processing, speed of handwriting and other difficulties. If teacher evidence suggests that the difficulties a student is having go beyond difficulties with exam technique or subject knowledge, we are able to assess students in order to identify if they qualify for examination access arrangements such as extra time, use of a lap top etc.
- Study Skills: students may be given an A3 Revision Calendar at appropriate times in the year to fit in with the examination schedule, alongside guidance of how to fill them in. Study Skills guidance can also be found on the department's intranet page.
- EAL Support: pupils for whom English is a second language may opt for timetabled EAL in place of one of their modern languages or can receive general or specific language support in the department, either 1:1 or in a small group. Group sessions are available for IELTS preparation, either on request or by invitation.

The school does not have a specialist facility to give significant extra teaching or support to those with significant learning needs. Students with mild difficulties (e.g. dyslexia, dyspraxia) can, however, be provided with appropriate specialist support.

Camilla Titterton, Head of Learning Enhancement

‘Access Arrangements’ in Examinations

“The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’. Access arrangements exist to enable those candidates who would not otherwise be able to access exams. They do not exist to ‘maximise the potential’ of an individual.”

from the current JCQ Regulations

Access arrangements are agreed before an assessment. They allow candidates with special educational needs and disabilities to access the assessment and show what they know and can do without changing the demands of the assessment and they must be the candidate’s normal way of working. This means that the arrangement is used regularly; as a minimum in class tests and formal internal exams and ideally in all lessons. Access arrangements cannot be used only for public exams unless the need is a temporary injury such as a broken arm. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment and candidates need to be familiar with how best to use their arrangements before they sit public exams. Arrangements which are not used or result in no improvement in attainment can be withdrawn.

Evidence of need should be confirmed by a history of differentiated provision by teaching staff and possible intervention by members of the Learning Enhancement Department. Assessments for Examination Access Arrangements is recommended to be conducted by one of the specialist teachers at the King’s School who holds a qualification recognised by the Joint Council for General Qualifications. These assessments are not diagnostic and are not the same as the assessments required by the DSA, or for applying for access arrangements at University. Alternatively, an external assessor with the correct qualifications, commissioned by parents can also be used, whether this be a specialist dyslexia assessor or an Educational Psychologist, providing the following conditions are adhered to. An external assessor must contact the SENDCo prior to assessing a student in order that Part 1 of a Form 8 can be filled in prior to the access arrangements assessment. The external assessor must also agree to filling in Part 2 of the Form 8, before embarking on the assessment. A copy of the assessor’s qualifications will also need to be provided for our records as the exam centre.

All assessment reports should be forwarded to the SENDCo to be kept on file. Candidates who require extra time due to medical problems/conditions must produce a recent letter from their consultant confirming the problem/condition and this will be held on file.

In order for the SENDCo to apply for access arrangements, a data protection notice must be signed.

Sue Reid, Examinations Officer
Camilla Titterton, SENDCo/Head of Learning Enhancement

CO-CURRICULAR ACTIVITIES

King's Talks

This society organizes and promotes high-quality live and online talks open to all pupils of the school, and recently, parents, friends and OKS. There is a committed and enthusiastic following particularly amongst the intellectually aspiring Sixth Formers and the talks aim to present eminent and high-profile speakers from a variety of fields to enthuse, broaden intellectual horizons and develop a wider concern.

Between four and eight King's School Talks take place each term, to which all members of the school community are warmly invited, and at which sixth formers, through their heightened engagement with and their maturing awareness of broader topics and themes (some related to their curricular studies, but many not) may find a unique opportunity to relish the intellectual and cultural enrichment on offer. There is usually a chance to respond to the speaker, and this can lead to lively debate.

The talks try to cover a diverse range of topics. This academic year's talks will be primarily conducted online due to the issues surrounding bringing people together. We are also having a specific focus on the successes of our OKS (Old King's Scholars – the name for all our former pupils, whether scholars or not!) including Maya Kolade, an adviser to the Prime Minister on *The Civil Service & working in No 10*. Lord (John) Bird gave a very well-attended and lively talk in January 2022 about his life and how he founded *The Big Issue*.

Last academic year's talks included OKS Dr Nathan Hudson Peacock on *Deserts, Mountains and COVID-19: Life as an Expedition Doctor* and Paddy Loughman on *Facing Change: Can we grasp the promise in the peril?* focusing on climate change effects.

Other recent talks have included Angus Lapsley (Director of Strategy and International, Ministry of Defence) on *Britain in a Dangerous World*; Michael Stephens (Royal United Services Institute) on *The Middle East and Our Security*, Emma Slade (the first western woman to become a Tibetan Buddhist monk) talking on *From Banking to Bhutan*; Prof Kerry Brown on *What does China Want?* and Jeremy Hunter talking on *North Korea: A New Era?*

Greg Hunter, Deputy Head (Co-curricular)

Drama and Dance

King's has gained a well-deserved strong reputation for Drama and Dance. A major senior school production is staged towards the end of the Autumn Term. The Drama department is housed in The Malthouse, a state-of-the-art Theatre with 340-seat auditorium opened in 2019 with multiple studio spaces and breakout rooms. It has won multiple architectural [awards](#). The first official performance in this fabulous venue was *A Midsummer Night's Dream* in June 2019 during King's Week and it was the perfect venue for our most recent large-scale musical, *Little Shop of Horrors*, (December 2019).

In the Autumn and Lent Terms there are opportunities for Showcases, Cabarets, comedy evenings and House Plays. In the Summer Term the focus is on King's Week. Ambitious productions are performed by the Shells and Removes, and there is a long tradition of a specially constructed temporary outside theatre constructed in the Mint Yard for the Senior Play during King's Week (often, but not always, a Shakespeare play). *Great Expectations*, *The Merchant of Venice*, *The Red Shoes*, *Much Ado about Nothing*, *Oedipus*, *Prince of Denmark*, *Romeo and Juliet*, *Joseph K*, *Joking Apart*, *Woyzeck*, *A Streetcar Named Desire* and *The Taming of the Shrew* are among our recent significant productions.

KiDaCo (the King's Dance Company) meet throughout the year and produce a dance show for King's Week. There are also opportunities throughout the year for the Lower School. We run a Junior Drama Club, as well as Drama Excellence Programmes for those with a particular aptitude for performance. Extra dance sessions are also a large part of our activity programme.

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

Rebekah Beattie, 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 all 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)
- **Chamber Orchestra** (1 rehearsal pw): open to more advanced instrumentalists and covering challenging material from the standard orchestral repertoire. Entry is by invitation, as above
- **Concert Band** (1 rehearsal pw): open to woodwind, brass and percussion players (minimum standard Grade 3)
- **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** (1 rehearsal pw): Auditions are held at the beginning of the Autumn Term and a variety of swing music is prepared for performances during the year; there are also smaller jazz groups led by pupils
- **Rock Bands**: several of these are running at any given time depending on the pupils available

Singers in 6b and 6a are eligible for the following choirs:

- **King's Chorus** (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
- **Chamber Choir** (1 rehearsal pw): A small, advanced ensemble covering Renaissance and Baroque music for school services, performances and an annual tour to Europe
- **King's Men, King's Swingers & King's A Cappella** (2 rehearsals per week): Our all-male, all-female and mixed-voice close harmony groups respectively. The groups do not overlap; each group contains 7 or 8 singers and entry is by audition each September.

There is a busy schedule of concerts every term. These range from a large choral / orchestral concert held in the Cathedral, through to 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 Alfege Church, Greenwich and The Chapel of the Old Royal Naval College. There are also overseas tours, with recent destinations including Rome and Prague. Over 600 instrumental lessons are given each week by a visiting staff of 46 teachers. Music scholarships and choral exhibitions are available to external candidates for entry into the Sixth Form. Music and Music Technology are also offered as an academic subject at A level (Edexcel). For further information on any of the above please see the Director of Music.

Will Bersey, Director of Music

Sport

Sport is an integral part of the King's Sixth Form experience. All pupils take part in three games sessions per week, and many pupils are selected to represent the school in fixtures, which occur for the most part on Saturday afternoons. The Games Programme is tailored around key educational values: the promotion of general and specific fitness that guides each pupil towards an active and balanced life style, and the incorporation of lessons learned through the experience of winning and losing both as an individual and as a team. The primary goal, however, is to ensure that the pupils enjoy their sport at King's.

The Sports programme for the Sixth Form is notable for the degree of choice available. Pupils can choose from the following activities:

Boys: *Rugby, Football, Hockey, Cricket, Rowing, Athletics, Cross Country, Fencing, Golf, Horse Riding, Sailing, Squash, Shooting, Swimming, Basketball and Tennis*

Girls: *Hockey, Netball, Rowing, Lacrosse, Tennis, Aerobics, Athletics, Cricket, Cross Country, Fencing, Football, Golf, Horse Riding, Pilates, Rounders, Sailing, Squash, Shooting, Basketball and Swimming*

Some of our pupils go on to represent their county and some also reach Regional and National levels. Sport Scholarships can be awarded to new pupils at Sixth Form level, and honorary for current pupils.

A strong coaching structure exists across all the sports. The majority of the coaches come from the experienced and dedicated Common Room, but outside coaches are also employed to provide specialist expertise.

The excellent sporting facilities at our Recreation Centre (Blore's), at our playing fields (Birley's) and at Westbere Lake allow the King's pupils the opportunity to flourish in whatever sport they choose.

Richard Singfield, Director of Sport

The Activities Programme

All Sixth Form pupils participate in an extensive programme of activities where they have the opportunity to nurture and refine talents, pursue current interests or try something completely new. With excellent facilities to call upon, as well as the expertise and enthusiasm of our staff, we are able to introduce pupils to an exciting range of pursuits.

Thursday afternoons currently find students involved in rehearsals for drama productions or working behind the scenes, designing costumes, hairstyles and make-up. They might be learning about digital photography, exploring ceramics or playing guitar in a rock and pop band or perhaps perfecting practical skills such as touch typing. For budding scientists we offer Young Scientist and the CREST Award scheme. Students can contribute articles to *The Cantuarian* or hone their presenting skills producing radio programmes with a local station. Many are involved in cultural societies such as World Cinema and Spanish Film Club. Others are active in Young Enterprise, debating, Model United Nations or solving cryptic crosswords. The programme also provides Oxbridge candidates with the chance to attend critical thinking workshops and specialist talks or refine their interview techniques or STEP maths skills.

For the adventurous, our Combined Cadet Force develops leadership, self-discipline and practical skills while opportunities for individual as well as team sports exist with off-season training, preparation for major competitions, or opportunities to try horse riding, mountain biking, girls' football, beginners' golf, or even power kites - all in addition to and outside the (compulsory) main games programme. Pupils can equally choose to unwind, signing up for a course in Pilates, croquet, flower arranging, reading for pleasure, listening to music, or basic home baking.

We are proud that many of our students also make a valuable contribution to the local community, volunteering on projects of their choice outside the School, often as part of the Duke of Edinburgh Award. We currently have 60 students who help at local primary schools and charity shops.

The Activities Programme offered at King's encourages pupils to enrich their lives by exploring interests beyond the formal curriculum. Many pupils gain a real sense of achievement from success in unexpected areas. It is also great fun – and an excellent way to make new friends.

Andrew McFall, Head of 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. Pupils develop new skills such as: working as a team; leadership; making presentations; planning; financial control; taking responsibility; the need for commitment to quality. All become shareholders in their own company and may sell shares to others to raise the funding to start their company. Each company produces a final report and presents the company results to a shareholders' meeting. All shareholders are 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

Debating

Debating at King's is a lively and busy activity, taken seriously by pupils but always with a sense of fun. The House Debating competition is a highlight within the debating calendar and often packs out the Schoolroom on a Thursday night. The Senior competition runs in the Christmas term and the Junior competition in the Lent term. Those who wish to take their debating to a more advanced level are encouraged to come to the weekly senior and junior training sessions. School teams also compete in local and national competitions, including the Oxford and Cambridge schools' competitions, run by the two Oxbridge Unions, and the ESU Mace. King's has reached the national finals in the Oxbridge competitions regularly in recent years as well as the ESU Mace regional final. The King's Week Debate is the culmination in the debating year and is always a well-attended event.

Mike Cox

Arts and Humanities Research Activities

Students who are considering taking an Arts or Humanities based degree at university - including the social sciences and Law - might like to consider participating in a range of activities the school has to offer.

We aim to provide students with the opportunity to engage with the Arts and Humanities in a variety of ways: outreach, research, new ideas. We hope to provide a flavour of the academic culture found at universities.

In particular:

- **External Essay Competitions** – There are opportunities to produce entries for external essay prize competitions including – but not limited to – Oxbridge sixth form essay competitions.
- **Internal Essay Competitions** – There are opportunities to produce entries for school internal essay competitions
- **Further Reading in the Arts and Humanities** – Students looking for recommendations for further reading in the Arts and Humanities can approach all the Heads of Departments. The library has a range of hardcopy and online resources and can be approached to advise on purchases.
- **Extension activities and talks** – Talks and extension activities are run within individual academic departments at the school but there are others that exist separately such as preparation for Law applications at university.

Students wishing to formalise their involvement in a project can submit an Extended Project which is graded and leads to UCAS points ([Extended Project – see later](#)).

Dr David Perkins, Head of Research (Arts & Humanities)

Science Outreach and Research Initiatives

Students who are considering taking a science-based degree at University might like to consider participating in a range of activities offered by the science department.

We aim to provide students with the opportunity to engage with the sciences in any capacity, from outreach to research. Each activity exposes students to new ideas and open-ended questions (i.e. no answers in textbooks!). It provides a flavour of the science culture found at universities.

- ***Saturday Smarties and Primary School Outreach*** – Our flagship science outreach aimed at promoting a further interest in the sciences amongst state school pupils. We also arrange for visits to primary schools to promote science. Student volunteers are required for both activities on a regular basis.
- ***Harvey Society*** – Guest speakers from the UK and abroad visit us in person, or virtually, to expose students at King's and the local community to their particular branch of the sciences.
- ***Harvey Seminars*** – These are smaller science-based talks – often student-led - which revolve around a shorter presentation, activity, journal article discussion, or book club.
- ***Citizen Science*** – Students interested in participating in citizen science projects should make contact with Dr Nelson. He is happy to introduce students to the various websites and projects on offer via *iNaturalist*, *Zooniverse*, and *eBird*.
- ***Selected Readings in Science*** – Students looking for recommendations for further reading in the sciences can approach all the Heads of Science. The library has a range of hardcopy and online resources and can be approached to advise on purchases. Teachers may have subscriptions to journals published by the major science organisations (e.g. Royal Society of Chemistry, Institute of Physics, etc).
- ***Young Scientists Journal*** – Founded at King's, the YSJ is currently supervised by Ms Mawby. Please consult the School Calendar for meeting dates.
- ***Further research opportunities*** – Some advice can be given to pupils who are interested in summer research at university laboratories. This will depend on the willingness of supervisors, the project, and the ability of the pupil.

Students wishing to formalise their involvement in a project can submit an Extended Project which is graded and leads to UCAS points ([Extended Project – see later](#)). Pupils in the department will benefit from the fact that many of our teachers have undertaken undergraduate, post-graduate or post-doctoral research in the sciences.

Dr Geoff Nelson, Head of Science Outreach & Research

Model United Nations (MUN)

We have a committed group of members who work towards participating in conferences that simulate the General Assembly of the United Nations. The MUN activity 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 each conference. Procedure of the United Nations is followed at all times and pupils learn how to draft resolutions and fine-tune their negotiation skills in order to resolve global political issues. We participate in MUN conferences held in this country and - since MUN is popular throughout the world – are now considering potential opportunities abroad. This is stimulating and challenging fun and a great fit for Politics students and essential for those students who care about peace and co-operation in our world.

The Duke of Edinburgh's Award

The Duke of Edinburgh's Award (DofE) Scheme aims to have a positive impact on young people's lives, in terms of their personal development and employability. The DofE is all about going the extra mile – gaining new skills, pushing yourself physically, helping others and exploring new territories. At the same time, you'll gather friendships, experiences and memories that will last a lifetime.

Within the Sixth Form the school facilitates training to assist pupils in completing the Gold Award. This is usually an extension of activities begun in the Removes where participants will have secured a *Bronze Award* and request to continue onto Gold (although this is not a strict pre-requisite). The scheme is available to all and whilst it is voluntary, to complete this award pupils are required to be fully committed to the process, be able to dedicate to two school organised expeditions during holiday time and complete an additional 5 day Residential course organised by the participant in holiday time.

In order to register for the Gold Award, participants need to be 16 years or older prior to application. There are five sections: Volunteering, Skills, Physical Recreation, Expedition and Residential which come together to provide a flexible, balanced and achievement focused award. Participants must complete all five sections over an 18 month period in order to qualify for the Award.

The King's School aims to give all pupils who apply the opportunity to complete all sections of their Gold award before leaving School, although it is quite possible to finish the award after leaving. Whilst involvement in routine school activities will count towards their success, pupils need to show commitment, self-motivation, stamina and a willingness to progress their own awards.

Major Adam Vintner

ACADEMIC SUBJECTS

Art and Design

Students wishing to study Art will take the **AQA A Level Art and Design (Art, Craft and design)**; a broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media. They will be made aware of both traditional and new media and will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples.

Studying art and design opens the door to a range of careers in the creative industries. The creative industries, which include art, design and music, are an important part of the British economy – one of the areas of the economy that is still growing. Creativity is essential in a global economy that needs a workforce that is knowledgeable, imaginative and innovative.

Pre-conditions and subject combinations

The pre-requisite for entry on the A Level course is a GCSE in Art and Design at level 7,8 or 9. However, students who have not taken GCSE Art may be admitted to the course if they can demonstrate creativity and visual awareness alongside examples of their work. This course combines well with most other A Levels, although students will need to be aware that the course requires a lot of time and dedication.

Course assessment outline

Component 1 Personal investigation - 60 %

Component 1 is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation will be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople and include a written work of 3000 words which supports the practical work. The Personal Investigation starts in the Summer term and is concluded by February 1st in the Lent term of 6a.

Component 2 Externally set assignment - 40%

Component 2 is an Externally set assignment released to the students on 1st February. Students will respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which leads to a finished outcome or a series of related finished outcomes. Following the preparatory period, students will complete 15 hours of unaided, supervised time, which will be scheduled in early May of their 6a year.

AS Art & Design: Graphic Communication

Graphic communication is defined as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. Students wishing to study Graphic Communication will take the OCR AS Level Art and Design (Graphic Communication); a broad-based course exploring how to use traditional and digital media to communicate visually. Students will work in one or more area(s) of Graphic Communication, such as Illustration, Advertising, Packaging design, Design for print, and Animation. They may explore overlapping areas and combinations of areas.

This is a perfect qualification for students aiming for a career in the creative industries, particularly for those interested in careers in the Graphic Design, Illustration, Advertising, Marketing, Animation and Web Design sectors.

Pre-conditions and subject combinations

The pre-requisite for entry on the AS Level course is a completed GCSE in Art and Design or Photography at a grade 7, 8 or 9 but students who have not taken GCSE Art may be admitted to the course if they can demonstrate creativity and visual awareness alongside examples of their work.

Course outline

Component 1 Portfolio

The Portfolio consists of researching a wide range of techniques and influences as well as at least one extended collection of work, or project. This is to be based on an idea, concept, theme or issue, from initial starting point to a realisation. This component is worth 60% of the overall AS grade.

Component 2 Externally set assignment

Students produce a body of work choosing their own starting point from a variety of design briefs. A portion of the preparatory work is produced unaided under controlled conditions (10 hours). This component is worth 40% of the overall AS grade.

Isobel Dutton, Director of Art

Art History

Pre-Conditions

The subject is available to all sixth formers and compliments a range of other A Level choices. Some History of Art students also take Mathematics and Economics, others pair this with Fine Art or performance subjects, while a number are Humanities-oriented. There is no typical or recommended subject combination that includes the History of Art; it is a multi-disciplinary subject which gives students the tools to analyse and understand how and why works of art and design are created. It builds on existing enthusiasms, or simply on a new-found curiosity to know more about art and architecture produced across the ages within different cultural traditions.

Further Education and Careers

The History of Art encourages individuals to think analytically and creatively, and to consider aspects of both formal and contextual analysis. A significant number of pupils continue the subject at university. This is a subject that can be relevant to those wishing to pursue a range of careers including professions in the media, art and design; art and design education; public and private museums, galleries, and cultural institutions; marketing and advertising; law and government.

General

Over the two-year course, there are numerous study days to museums and galleries in London. These include visiting the British Museum, National Gallery, and Tate Modern, and any temporary exhibitions relevant to the course material. Guest speakers are invited each year, and these talks may be related to a topic studied on the syllabus or may introduce the students to a very different area of research in fields of the history of art, design, and visual culture. Pupils are also encouraged to participate in ARTiculation, a national public speaking competition, and other national essay prizes.

Course Content and Method of Examination

The two-year course follows the Pearson Edexcel History of Art syllabus. This is divided into three components and is assessed by two exams, each weighted for 50%.

A – Visual Analysis

Students are introduced to examples of painting, sculpture and architecture from within the European tradition of art, from Classical Greece (500 BCE) to the present.

B – Themes

‘Identities in art and architecture’ and ‘War in art and architecture’

C - Periods

‘Rebellion and revival: the British and French Avant-Garde (1848–99)’ and ‘Brave new world: Modernism in Europe (1900–39)’

In each section of the course students will learn skills and language of visual analysis that they will then apply in class discussion and written work. They will learn how art and design is produced within a particular social and cultural context, how to conduct research, and how to evaluate and reference primary and secondary sources in their analysis.

Dr Holly Barton, Head of Art History

Astronomy (to GCSE)

This E block option leads to the Pearson Edexcel GCSE (9-1) Astronomy qualification (1AS0). It is a course that explores from a rigorously scientific point of view the big questions that have haunted us since time immemorial: how everything came to be, and how it will end. Pupils will study the Big Bang and the early stages of the universe, as well as the life cycle of the stars and the formation of the Earth. They will also look into the current theories and the observational evidence that predict the ultimate fate of our Sun and of the whole universe. They will learn the history of human observation of the skies and its cultural significance, from Stonehenge to the Hubble space telescope, and they will acquire the tools to develop their own critical understanding of the processes that science follows. From a more practical point of view, they will for instance discover how telescopes work or how to find the distance to a star using trigonometry.

It will reward pupils who choose it with a comprehensive understanding of our place in the universe and of the motion and interaction of the objects that we see in the skies. When they walk under the stars at night they will be able to find their way among the constellations and recall what the light of the objects in the celestial sphere tells us about them. It is a knowledge that they can and – I am sure – will share proudly with others in the future.

The course will require students to sit two papers of 1 hour and 45 minutes each. The units that will be examined in each paper are listed below.

Paper 1: Naked-eye Astronomy

Written examination (100 marks)

- Topic 1 – Planet Earth
- Topic 2 – The lunar disc
- Topic 3 – The Earth-Moon-Sun system
- Topic 4 – Time and the Earth-Moon-Sun cycles
- Topic 5 – Solar System observation
- Topic 6 – Celestial observation
- Topic 7 – Early models of the Solar System
- Topic 8 – Planetary motion and gravity

Paper 2: Telescopic Astronomy

Written examination: (100 marks)

- Topic 9 – Exploring the Moon
- Topic 10 – Solar astronomy
- Topic 11 – Exploring the Solar System
- Topic 12 – Formation of planetary systems
- Topic 13 – Exploring starlight
- Topic 14 – Stellar evolution
- Topic 15 – Our place in the Galaxy
- Topic 16 – Cosmology

Observational tasks

In addition to the written examinations, students must build their skills in order to design, make, analyse, and evaluate two astronomical observations.

- Unaided observation – Using only the naked eye they could observe the features of the moon, follow an eclipse, estimate the levels of light pollution, find the longitude of Canterbury, or analyse the solar rotation using sunspots, among others.
- Aided observation – With the help of a camera and/or a telescope they could explore star clusters, nebulae and galaxies; analyse a meteor shower; measure the rotational period of the Earth with respect to the stars; or study the density distribution of the stars in the Milky Way; among others.

The observational tasks, although compulsory, will be assessed internally and will not affect the final grade, which will depend solely on the score in the two papers.

More information can be found in the specification provided by Edexcel:

https://qualifications.pearson.com/content/dam/pdf/GCSE/Astronomy/2017/Specification%20and%20sample%20assessments/GCSE_Astronomy_Specification.pdf

Dr Fede Elias, Physics Department

Biology

Biology influences all aspects of our lives. The impact of disease, its transmission and the development of vaccines have had a global impact on both personal lives and the world economy over the last two years. Looking beyond the current pandemic, biological research has both a personal and political impact. Our greater understanding of neuroscience and degenerative diseases, the multiple factors affecting health and lifespan, our global response to climate crisis, pollution solving possibilities enabled by genetic engineering to name but a few. As the scope of biotechnology expands the ethical issues created become ever more relevant to our society. The career opportunities for biologists are expanding and will continue to grow in our lifetimes.

All these topics are covered within Biology A level at King's. Alongside the world changing themes we also acquire the theoretical information needed to assess biological research and evaluate the claims made on its behalf.

Pupils carry out a wide range of different practical investigations to support their theoretical learning; from microscope work, microbiology and dissection to DNA gel electrophoresis. We have very well-equipped laboratories and our technician support is second to none.

Pre-conditions and subject combinations

A prospective A Level student would be expected to have grade 7 or above in GCSE/IGCSE Biology or the equivalent in the Biology component of GCSE/IGCSE Double Award Science. Biology is intertwined with so many subjects that we see a wide range of combinations. Please note that those pupils not selecting A level Chemistry to support Biology have a more restricted choice of Biology related degrees at University. However, some Russell Group universities are now offering degree level Biology courses (with compulsory chemistry modules during the First Year)

The most typical combinations are: Biology / Chemistry / Physics / Mathematics / Further Mathematics / Geography / Geology / Psychology

Course Content

The Pearson Edexcel SNAB Biology A Level course comprises eight topic areas.

Topic 0 – Introduction to cells and the biochemistry that enables them to function

Topic 1 – Lifestyle, Health and Risk

Topic 2 – Genes and Health

Topic 3 – Voice of the Genome

Topic 4 – Biodiversity and Natural Resources

Topic 5 – On the Wild Side

Topic 6 – Immunity, Infection and Forensics

Topic 7 – Run for your Life

Topic 8 – Grey Matter

Method of Examination

Pupils sit three papers at the end of year 13. Each 2 hour paper has equal weighting when allocating examination grades. Paper 1 will assess material from topics 1 to 6; Paper 2 will assess topics 1 to 4 and topics 7 and 8. Paper 3 is fully synoptic, assessing general and practical applications in biology and will include a pre-release article.

Eighteen Core Practicals take place over the two-year course, completion counts toward the examination board's practical endorsement. Paper 3 tests practical endorsement competency.

Further Education and Careers

The majority of pupils who take Biology go on to pursue a degree in Medicine or Veterinary Science, or Natural Science, Biological Science, Biochemistry, Molecular Biology, Cell Biology, Environmental Sciences, Forensic Sciences, Medical Physics, Microbiology, Pharmacology and Physiology.

Elizabeth Lockwood, Head of Biology

Business AS

An E-block course taking six lessons per week can lead to AS Business.

Structure

Possible routes are (given that 6b must choose a minimum of 3.5 subjects and this is a 0.5 course):

- A 2.5 term course for the experience, ending at May Half term 6b
- A 3.5 term course with two AS papers in October and November of 6a.

Background

Students will develop real-life knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment. They will study business in a variety of contexts (eg large/small, UK focused/ global, service/manufacturing) and consider:

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

Through real-life examples, you will learn about businesses and understand how they operate. Helping you to become a good decision maker, you will learn managerial skills alongside techniques to help you become an analytical problem solver. Whether it be that you need these to start your own business or to use your knowledge of Motivational Theory to help others achieve their potential, you will have a set of skills that are highly sought-after and valued across a wide range of undergraduate degrees and future careers.

Jonathan Pope, Head of Economics & Business

Chemistry

Pre-conditions and subject combinations

Chemistry A Level is a challenging course which contains significantly more demanding theory than GCSE/IGCSE. Pupils taking up this course must be confident with fundamental chemical principles, such as the mole concept, writing formulae and balancing equations.

A prospective A Level student would be expected to have a good grade (A*/A/7/8/9) in GCSE or IGCSE Chemistry, or the equivalent in the Chemistry component of GCSE/IGCSE Double Award Science. A good grade (6/B minimum) in GCSE/IGCSE Mathematics is also essential. Chemistry is often described as the 'central science'. While a few students may take Chemistry as their only science, it is often studied in combination with the other sciences and Mathematics. The most typical combinations are:

- Chemistry/Physics/Mathematics or double Mathematics (for Chemistry or Engineering)
- Chemistry/Biology/Physics (for Medicine or Biology related courses)
- Chemistry/Biology/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

We will be using the Edexcel specification (9CH0). The course is a traditional one and gives equal weighting to the three main branches of Chemistry: Physical, Inorganic and Organic. The course is taught in a linear fashion and practical work will form a core of the course to enable student to cover the following topics:

- Atomic structure and the Periodic table (C)
- Bonding and Structure (C)
- Redox I (C) and II
- Inorganic Chemistry and the Periodic Table (C)
- Formulae, Equations and Amounts of Substance (C)
- Organic Chemistry I (C), II and III
- Modern Analytical Techniques I (C) and II
- Kinetics I (C) and II
- Equilibrium I (C) and II
- Acid-base Equilibria
- Energetics I (C) and II
- Transition Metals

(C) – denotes a core topic assessed across all three examination papers

Laboratory skills are essential in Chemistry and are assessed internally over the course and practical competency forms an integral part of the course.

There are two teachers for each set; resetting takes place at the beginning of the 6a year.

Method of Examination

The examinations are broken down into three papers:

Paper 1 – written paper, 1 hour 45 minutes – multiple-choice, short open, open-response, calculations and extended writing questions (30%). Paper covers the core topics plus Equilibrium II, Acid-base Equilibria, Energetics II, Redox II and Transition Metals

Paper 2 – written paper, 1 hour 45 minutes - multiple-choice, short open, open-response, calculations and extended writing questions (30%). Paper covers the core topics plus Kinetics II, Organic Chemistry II and III and Modern Analytical Techniques II

Paper 3 – written paper, 2 hour 30 minutes - multiple-choice, short open, open-response, calculations, extended writing questions and understanding of experimental methods (40%). Paper can draw on any topics of the specification.

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 and many more.

Dr Stewart Hayes, Head of Chemistry

Classics: Latin and Greek

Pre-conditions and subject combinations

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 A Level. Latin is studied for eighteen periods per fortnight at A level and so is Greek. 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. Both Latin and Greek combine well with courses in the Arts & Humanities and also in the Mathematics and Science areas. 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.

Course content and method of examination

The approach over the two sixth-form years and the format of the A-level 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 the ancient languages.

The Department follows the OCR specifications for Classics.

Full syllabus details can be found on the OCR website (www.ocr.org.uk) or ask a Classics teacher.

Latin: <https://www.ocr.org.uk/qualifications/as-a-level-gce/latin-h043-h443-from-2016/>

Greek: <https://www.ocr.org.uk/qualifications/as-a-level-gce/classical-greek-h044-h444-from-2016/>

There are four units which will be taken at the end of the two-year course. There is no coursework.

| LATIN Language | GREEK Language |
|--|---|
| H443/01 Latin language | H444/01 Greek Language |
| Pupils build their knowledge of vocabulary and linguistic structures through reading and studying a range of prose and verse texts in Latin/Greek. | |
| H443/02 Latin prose composition or comprehension | H444/02 Greek prose composition or comprehension |
| We usually choose the comprehension option in both Latin and Greek. | |

| Literature | Literature |
|--|---------------------------------------|
| H443/03 Latin Prose Literature | H444/03 Greek Prose Literature |
| Pupils study two prose selections, usually from the same text. | |
| H443/04 Latin Verse Literature | H444/04 Greek Verse Literature |
| Pupils study two verse selections, usually from the same text. | |

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. At the time of writing, the UK Prime Minister holds a degree in Classics.

Classics: Classical Civilisation

Pre-conditions and subject combination

Anyone can study Classical Civilisation at A level – it is not necessary to have studied Classical Civilisation or a Classical language at GCSE, and 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. 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 Department follows the OCR specification. Details of specific topics can be found on the OCR website <https://ocr.org.uk/qualifications/as-a-level-gce/classical-civilisation-h008-h408-from-2017/> or explained by the Head of Department.

Students study three modules over two years. The choice of topic may vary from year to year, depending on the interests of the teacher or the group. There is no coursework.

Component 1 is compulsory and will be studied during the majority of the 6b year. Components 2 and 3 will be introduced in the summer term of 6b and be continued into 6a. Each component is examined separately.

Component 1: The World of the Hero

This involves the study of ancient literature in translation. The texts are the great epics of ancient western literature, Homer's *Iliad* or *Odyssey* and Virgil's *Aeneid*.

Component Group 2: Culture and the Arts

We usually choose *Imperial Image* (Component 22) and study the life and times of Augustus, the first Roman Emperor. This component involves the study of visual and material culture and is combined with the study of literature in translation.

Component Group 3: Beliefs and ideas

We usually choose *Democracy and the Athenians* (Component 34). This involves the study of the historical development of democracy in Athens in combination with the study of the relevant prescribed literature in translation.

Visits to the British Museum and other museums are likely to form a part of the course of study; there have been expeditions to Italy, Greece and Sicily too; visits 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 such as Arch & Anth., 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.

Matt Browning, Head of Classics

Computer Science

Pre-conditions

Numbers permitting, computing will be offered as a linear A Level in the main blocks. A GCSE in Computer Science or Computing will be highly beneficial to making a positive start the course but those without a GCSE in computer science have done well if they have shown a high level of interest and have experience in coding. A grade 7 at I/GCSE Mathematics or equivalent is required as is an interest in computer programming.

Course Content

Pupils will follow the CIE specification consisting of four units covering the fundamental principles of Computing:

Unit 1: Theory Fundamentals

Unit 2: Fundamental Problem-Solving and Programming Skills

Unit 3: Advanced Theory

Unit 4: Further Problem-Solving and Programming Skills

Assessment is via four papers.

Paper 1 (Unit 1, 25% of the A Level). This paper tests the students ability to answer computer science theory questions based on unit 1.

Paper 2 (Unit 2, 25% of the A Level). This paper tests the students ability to ask programming style questions based on fundamentals of programming covered in unit 2. The majority of coding will be answered in pseudo code.

Paper 3 (Unit 3, 25% of the A Level). This paper tests the students ability to answer computer science advanced theory questions based on unit 3.

Paper 4 (Unit 4, 25% of the A Level). This paper tests the students ability to ask programming style questions based on fundamentals of programming covered in unit 4. The majority of coding will be answered in the chosen programming language and will involve an on-screen examination.

Note: *Papers 1 and 2 will be taken in the October half-term of the 6a year. If required students can retake these papers in the summer examinations. Those not retaking in the summer will then only take papers 3 and 4 in the summer term of the 6a year.*

Further Education and Careers

Through studying Computing students can go on to either higher education or pursue a career in medicine, law, business, politics or any type of science as well as any specific computer-based course or career.

Chris Wooldridge, Head of Computer Science

Critical Thinking (AS Thinking Skills)

Universities often complain that first year students arrive poorly prepared for undergraduate study, particularly in terms of their abilities to think creatively for themselves - in academic research and writing, self-directed study and independent thinking. The *Thinking Skills* AS level is designed to develop these essential academic skills. In the process it will enhance your performance in your other A level subjects and also provide you with a competitive edge in your university applications.

The subject content is divided into two units: **1 Problem Solving** and **2 Critical Thinking**.

The **Problem Solving** unit concerns how to analyse and interpret information, recognise what implications can be drawn from it and then use it to make choices concerning what methods can be deployed to solve the problems raised. While students are expected to have basic numeracy skills, the focus is on developing your general ability to deal intelligently with issues in a range of real-life contexts.

The **Critical Thinking** unit teaches you: how to assess the credibility sources of evidence; to recognise the nature and structure of arguments and explanations; what makes a piece of reasoning strong or weak; and how to develop persuasive and cogent arguments of your own. We examine a broad variety of topics, reflecting real-world situations or subjects of debate; and while people will have a range of opinions about the issues, the key thing is to develop your ability to develop and provide good rational support for your view.

Tests in problem solving and critical thinking are becoming increasingly popular in assessing a candidate's suitability for certain types of employment or for competitive courses in higher education. Oxford University, for example, now uses admissions' tests for 90% of their undergraduate courses, and many of these, including the Thinking Skills' Assessment (for PPE, Geography, Economics & Management and Experimental Psychology), utilise critical thinking skills and techniques. Most Law courses at leading universities also require candidates to sit the LNAT test, which is critical-thinking based, whilst the BMAT test for prospective Medics and Vets also has a thinking skills' section.

The course thus has significant instrumental value for sixth-formers with specific aspirations towards particular institutions or courses, but is also of value to those who wish to improve their thinking, and as a result, assist their A Level performance.

Thinking Skills is taught within the E Block timetable over four periods per week. The two AS units are examined in the summer with each exam worth 50% of the overall AS qualification. Unit 1, *Problem Solving*, has a 90-minute examination in which you are presented with stimulus material reflecting what you would find in the real world involving problems you need to consider and resolve. Unit 2, *Critical Thinking*, has a 1hr 45-minute exam which again involves real-life scenarios in which you must evaluate evidence and reasoning and then go on to develop your own arguments in response.

Dr Dan Cardinal, Head of RS & Philosophy

Design & Technology

A Level Design & Technology is a practical based subject which aims to develop a pupil's experience and understanding of the theoretical and working characteristics of materials, tools, equipment and processes. The challenge of the subject is to use this knowledge base, together with creative flair and good personal organisation and time management skills, to design and make solutions to real-life design problems.

Pre-conditions and subject combinations

Candidates are expected to have previously studied GCSE Design & Technology or GCSE Engineering. Design & Technology can be successfully combined with a wide variety of subjects, as it cuts across the division between the Arts and Sciences.

Course Content and Method of Examination

Design & Technology will run as a two year linear A Level. We presently offer Edexcel Design & Technology Product Design (9DT0). The course has two components:

- **Component 1** - *"Principles of Design and Technology"*: Students develop a knowledge and understanding of a wide range of materials, processes and technologies used in the field of design & technology. Students will learn about factors influencing the design and development of products, such as ergonomics, design movements, modern technologies, health and safety considerations, and environmental issues. Students will also need to consider issues concerning modern commercial manufacturing, such as scale of production, the impact of digital technologies, market research, planning, patents, standards and product life cycle.

The unit is externally assessed in a single 2 hour 30 minute written paper (50%)

- **Component 2** - *"Independent Design & Make Project"*: Students will produce a single coursework design & make project of their own choosing. Students may use any resistant material or combination of materials to construct a prototype product, which is submitted for assessment together with a supporting A3 portfolio of approximately 40 pages.

The unit is internally assessed and externally moderated (50%)

Further Education and Careers

Design & Technology is an excellent choice for students seeking entry to undergraduate courses in Engineering, Industrial Design, Product Design, Human Factors Engineering, Architecture and related areas. The intellectual rigour, creativity and project management skills required by this course will be relevant in most degree courses and careers. Design & Technology is accepted as an appropriate third A Level (after Maths and Physics) for those seeking entry to the Cambridge University undergraduate Engineering course. Able candidates are encouraged to apply for an Arkwright Scholarship during their final year of GCSEs. Arkwright scholarships are a very useful addition to the CV of an aspiring Engineer. <http://www.arkwright.org.uk/>.

Matthew Rolison, Head of Design & Technology

Drama and Theatre Studies

Pre-conditions and subject combinations

I/GCSE Drama may make for a natural progression into A Level Drama and Theatre Studies, but this is not a prerequisite; enthusiasm and dedication are, however, essential, along with the ability to work independently and without routine. Drama and Theatre Studies stimulates the imagination, encourages a spirit of enquiry and empathy, and builds confidence, teambuilding and leadership skills through group work. It combines well with many other A Level subjects and is often 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 CIE A Level course provides opportunities for the students to pursue particular aspects of study within the context of wider theatrical knowledge and experience of drama. The components give the students the breathing space to explore their work practically and in great depth.

Component 1: Drama and theatre. This component focuses on the students' knowledge and understanding of drama and theatre through in depth practically based exploration, and study of two set plays. Practical sessions on theatre design and directorial intention will be included to give the students a rounded view of theatre as a whole. This component is assessed by a written examination at the end of the 6a year.

Component 2: Practical Drama. This section of the examination involves the students creating one piece of devised drama, plus one performance of a scripted extract. Workshop exploration takes place to study the methodologies of several theatre practitioners to aid inspiration.

Component 3: Theatre making and performing. The students must devise a longer group piece based upon the methodologies of a chosen practitioner, tradition or style, including world theatre. An 800 word analysis and evolution accompanies their performance. Students must then individually develop a programme of thematically linked materials to perform.

Component 4: Theatre in Context. Students complete research essay coursework based upon a text, genre, style or practitioner of their choosing.

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, Royal Court, Young Vic). Productions are selected to offer the widest possible range of dramatic genres and performance styles, including dance. Those seen in recent years include: *Blood Wedding*, *The Ferryman*, *The Curious Incident of the Dog in the Nighttime*, *Measure for Measure*, *Escaped Alone*, *Othello*, *To Kill a Mockingbird*, *The Homecoming* and *Wolf Red*. Theatre companies such as *Tmesis* are also booked to perform and take workshops with the students.

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 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, LAMDA and The Bristol Old Vic. As well as careers in the theatre and television, many Drama graduates are successful in industries that have a need for public speaking, entrepreneurship, or creativity. The subject promotes the students' empathy, communicative and collaborative skills: all vital traits for success in the workplace.

Rebekah Beattie, Director of Drama

Economics

Pre-conditions and subject combinations

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. 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 basic mathematical content and so a grade 8 or 9 at GCSE may be useful as an indicator of the propensity for logical thought. For those wishing to read Economics at the most prestigious universities Maths A Level will be required (and in a few cases Further Maths).

Students are expected to pursue their interest in the subject by participating in a wide range of activities outside of the classroom. We are lucky to have close links with Morgan Stanley; last year three Oxbridge candidates gave presentations to a panel at the company and were all offered summer internships. This year, nine girls also took part in the 'Step in step up' five-day programme as an insight into investment banking. Students take part in various national competitions e.g. the Student Investor Share Challenge (King's students reached the National Final in 2018) and Young Enterprise (where they won the Kent final in 2020). Several economics study field trips are organised each year e.g. New York in the Easter holidays; local Kent businesses such as Shepherd Neame, Thanet Earth and Dreamland. External speaker events are held on site e.g. HSBC global risk manager, with a wide range of talks being arranged online for this academic year. In 2016 a King's School student won the prestigious Royal Economics Society essay competition (beating 1,700 students to the first prize of a £1,000) and in 2017 another student was in the top ten and highly commended for his entry.

Course content and method of examination

The 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 Department follows the Edexcel specification. Details of the specific topics can be found on the Edexcel website or explained by the Head of Department.

Four key themes are covered:

Theme 1: Markets and Market Failure

The nature of economics
How markets work
Market failure
Government intervention

Theme 2: UK economy – performance & policies

Measures of economic performance
Aggregate demand and aggregate supply
National income and economic growth
Macro objectives and policy

Theme 3: Business Behaviour & Labour market

Business Growth and objectives
Revenues, costs and profits
Market structures
The labour market
Government intervention

Theme 4: A global perspective

International economies
Poverty and inequality
Emerging and developing economies
The financial sector
Role of the state in the macro economy

Students pursue these four modules over two years before sitting three (two hour) exams.

Paper 1 is the Microeconomics exam (theme 1 and 3 above), worth 35%

Paper 2 is the Macroeconomic exam (theme 2 and 4 above), worth 35%

Paper 3 examines both Micro and Macro (all themes), worth 30%.

The question types used are a combination of multiple choice / short answer, data response and essays.

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 Economics also develops skills such as logical problem solving and a sensitivity to the limits of our ability to predict complex events, which are useful in a wide range of careers.

Economics A level keeps your options open – you can apply to any degree course with it. There are currently well over 100 King's School alumni studying Economics (or a related subject e.g. business) at 36 different Universities in the UK and abroad. This provides a useful network of people who can provide help and advice to A Level Economics students considering their options in further education and beyond.

Jonathan Pope, Head of Economics

English Literature

English Literature at Sixth-Form level teaches students to think independently, giving them time to discuss novels, plays and poetry in real depth. The essays they will write are broad and discursive, using set texts to discuss wider issues relevant to society today such as love, identity, gender fluidity, money, politics and power. The issues that English Literature brings to the fore are relevant to us all as they are fundamentally human.

Students will produce, on average, one piece of formal academic writing once a week. They will also need to prepare sections of text or read more widely for a few hours, and over the two-year course they will be expected to read a wide range of books and extracts in addition to their set texts. Sixth-Form English teaching at King's is a creative and collaborative experience. Lessons become seminars, run by teachers who are all specialists in their field. Independent thinking is celebrated, and pupils are regularly expected to take the lead.

Study in the classroom is supplemented by a range of extension activities, including regular trips to the theatre and to poetry readings. The Marlowe Society meets every other week during term time and is a rich mix of lectures, discussion groups and student-led presentations. There is also the option to take English for University as an activity, in which students have hands-on access to the school's Walpole collection of writers' letters and manuscripts.

English Literature dovetails with so many other disciplines. It stands on its own, of course, comprising elements of history, philosophy, psychology, sociology, linguistics, and 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 a quarter of the Sixth Form pupils at King's study English Literature.

Grades 7-9 in GCSE or IGCSE English Literature are desirable: English Literature involves the study of challenging and exciting literature from Chaucer, Milton, Shakespeare, Austen and Bronte, to Joyce, Carter and Atwood. It also requires the writing of well-illustrated analytical essays. Academic expectations are high, but it is important to the department that students develop a love of literature that will outlast school. The emphasis is on enjoyment, and success is rarely far behind.

Course Content

King's students study OCR A level in English Literature, giving them the opportunity to explore a balanced and exciting range of set texts. The qualification requires the study of an equal amount of poetry, prose and drama written across a range of eras, including the 21st Century, with a detailed study of at least one Shakespeare play. Pupils will not only have the benefit of traditional teaching of set texts for an exam, but will also learn intellectual independence and research skills: the coursework element requires an exciting level of independent study.

TYPICAL COMPONENTS OF ENGLISH LITERATURE A-LEVEL, AND EXAMPLES OF SET TEXTS

Paper 1 Poetry and Drama

One Shakespeare play (examples include *Twelfth Night*, *Hamlet*, *Richard III*)

One poet (examples include Chaucer, Milton, Rossetti)

One dramatist (examples include Wilde, Marlowe, Ibsen)

Paper 2 Synoptic Unit

A thematic study based around the Gothic genre. Set texts include Angela Carter *The Bloody Chamber*, Bram Stoker *Dracula* and Mary Shelley *Frankenstein*. Students will also be required to analyse an unseen piece of fiction connected to the Gothic, relating it to their wider reading.

Paper 3 Coursework

Students will research and write a comparative essay on three texts written post-1900, at least one of which is their own choice. An independent and hugely enriching task.

Purpose

The purpose of the course is to encourage students to write fluently in response to a variety of literary texts, venturing personal opinions and providing evidence to back up literary insights.

Further Education and Careers

English Literature A level is one of the top facilitating subjects recognised by Russell Group University. It is good preparation for degrees in English, Law, Philosophy, Theology, American Studies, History of Art and Drama. It is also an excellent grounding for any career involving communication. It is increasingly being favoured by commerce and industry because its graduates know how to use language, and often have the best interpersonal skills.

Dr Lilla Grindlay, Head of English

The Extended Project Qualification (half an A level)

The Extended Project Qualification (EPQ) gives 6bs the chance to research something beyond the confines of the syllabus and of genuine interest to them. Independent learning is at the heart of the qualification: pupils must design, research and implement their chosen title themselves. The EPQ can provide an excellent addition to A Levels. Done well, the project helps to develop core academic and 'life' skills; as such, it is seen as a valuable qualification by both universities and future employers. These skills include:

- Planning and research
- Analysis and evaluation
- Critical thinking
- Essay writing
- Referencing
- Public speaking

The EPQ can also help to bridge the gap between GCSE and A Level in 6b, and thus provide universities with quantitative assessment data which shows how effectively a pupil has made the transition to higher level study. Completion of an Extended Project is thus a valuable way of helping a pupil to make a successful university application by differentiating them from other candidates and demonstrating their commitment to their chosen path of study.

The university perspective

Universities increasingly recognise the value of the Extended Project qualification. Some may even provide a lower grade offer for those with a successfully completed EP submitted in their 6b year. For instance, Bristol University (currently the most popular university with King's pupils) has issued the following statement, *"The University recognises that some A-level students may also choose to offer the Extended Project. In such cases some admissions tutors may take two alternative offers, one of which involves success in the Extended Project."*

All the leading universities in the UK recognise the value of the Extended Project; further details of policies/statements regarding the Project can be found on individual university admissions' websites.

It can also be extremely valuable for Oxbridge candidates, as it enables prospective candidates to demonstrate independent research skills equivalent to those they will be expected to use in their courses, as well as interest in their chosen degree subject that reaches beyond the A Level syllabus. For those intending upon subjects at any university ab initio (such as Law, Medicine or Psychology), it can provide an excellent vehicle for demonstrating commitment to a particular course.

The **EPQ counts as half an A Level**, which is worth more than an AS Level in UCAS points and can be graded at A* level:

| UCAS points: | A Level | EPQ | AS Level |
|--------------|---------|-----|----------|
| A* | 56 | 28 | --- |
| A | 48 | 24 | 20 |
| B | 40 | 20 | 16 |
| C | 32 | 16 | 12 |
| D | 24 | 12 | 10 |
| E | 16 | 8 | 6 |

Assessment

King's follows the Edexcel Level 3 Project qualification. There are four routes through the EPQ:

- Dissertation
- Scientific investigation
- Performance
- Artefact (e.g. creating a piece of engineering or art)

The majority of King's candidates elect to go down the dissertation route but specialist classes are also run for those wishing to complete a scientific investigation, performance or artefact project. In all cases, assessment is via a written document of findings, which must include full academic referencing, and an oral presentation, the latter of which forms 17% of the overall assessment. Performance and artefact projects are additionally assessed via recordings and photographic/sketchbook evidence of the pieces produced.

There are four assessment objective (AO) which span all four types of project:

- **Manage (AO1):** 17%
- **Use resources (AO2):** 22%
- **Develop and realise (AO3):** 44%
- **Review (AO4):** 17%

The taught course

In the Christmas term, pupils follow a core programme in small sets to familiarise them with the demands of the EPQ. In addition, all pupils attend a group session in one double lesson per week to equip them with the skills required to deliver their projects effectively. The total contact time per fortnight is six 35-minute periods.

In the Lent term, the focus shifts to individual work and the contact time is reduced. Pupils meet on a weekly basis with their supervisor in the style of a one-to-one tutorial. This gives them an opportunity to discuss their progress, identify problems faced, set new targets and manage their next steps. Deadlines and milestones are provided by the teacher to ensure that they work to appropriate goals.

Pupils are matched to a teacher with a broad interest in the same area as their own: the Extended Project teaching team is drawn from the full range of academic subjects offered at King's.

Projects are submitted in April and results are released on A Level results day in mid-August.

Titles

Recent titles undertaken by King's pupils include:

- Are psychopaths born or bred?
- To what extent is the presentation of women in Fleming's Bond books morally problematic?
- Should the pursuit of xenotransplantation from pigs to humans, which stems from using CRISPR gene editing to prevent porcine endogenous retrovirus infection, be restricted?
- Creating a sculpture which portrays the Warsaw Uprising (artefact)
- *Toxoplasma gondii*, emerald cockroach wasp, and ophiocoryceps unilateralis: how effectively do parasites manipulate host behaviour?
- Is the transfer model for most major football clubs sustainable?
- Designing a football statistic/information webpage/app (artefact)

Dr Lewin Hynes, Head of Extended Projects

Geography

Pre-conditions and subject combinations

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 people and the environment. The course will encourage learning both inside the classroom and outside, undertaking practical work in the field. It is beneficial if candidates have achieved a grade 6 or above for GCSE Geography, but this is not imperative for choosing this subject. Candidates need a firm grasp of the English language and should be able to recognise several opinions and sides of people-related debates, whilst also recognising the necessity of in-depth knowledge in all areas.

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 humanities students the opportunity to have a scientific slant to their Sixth Form studies.

Course Content and Method of Examination

We will be following the CIE International A-Level course which allows us to sit 50% of the exam early, in November, prior to focusing on the 'Advanced' units for the final June examinations. The exam 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 Physical Geography (1½ hour exam in 6a November, 25%)
- *Paper 2 (AS):* Core Human Geography (1½ hour exam in 6a November 25%)
- *Paper 3 (A2):* Advanced Physical Options (1½ hour exam in 6a June, 25%).
- *Paper 4 (A2):* Advanced Human Options (1½ hour exam in 6a June, 25%).

Papers 1 & 2

These two core units are taken in November of the 6a year (and if necessary can be retaken the following June). The exam questions are structured to require short answers and one 15 mark essay, using a variety of resources and stimulus material.

The content of paper 1 is:

- Hydrology and Fluvial Geomorphology: including the study of drainage basin systems, flood hydrographs, channel processes, landforms, and floods.
- Atmosphere and Weather: including the study of the earth's energy budget, weather processes, forecasting, global warming and the influence of humans.
- Rocks and Weathering: including the study of plate tectonics, weathering processes, mass movement and the characteristics of granite and limestone scenery.

The content of paper 2 is:

- Population Change: including the study of both natural change and migration, and also the understanding of the Earth's carrying capacity.
- Settlement Dynamics: including the study of settlements at all scales (rural & urban) and the challenge of future change (e.g. regeneration or sprawl).

Papers 3 & 4

These 'Advanced' units are examined at the end of the 6a year. The manner of assessment will require extended written answers worth 10 marks and 20 marks each, structured around the following areas: Social, Environmental, Economic, and Political (issues/factors/effects). There may be stimulus material to refer to, such as maps, graphs, diagrams, photos. The content of these papers is as follows:

Paper 3

Hazardous Environments: including all physical hazards and their effect on lives and property, as well as their sustainable management in terms of prediction, risk, and mitigation.

Coastal Environments: including the study of wave, marine and sub-aerial processes; coastal landforms; coral reefs and atoll formation; and the evaluation of sustainable coastal management in contrasting locations around the world.

Paper 4

Global interdependence: including the study of trade flows and patterns in relation to the development of LEDCs and MEDCs, as well as the development and management of international tourism (and ecotourism) and its impact on environments, societies and economies.

Environmental management: including the study of renewable and non-renewable energy resources and levels of environmental degradation and pollution in both rural and urban environments, and the attempts to manage and upgrade them.

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. The 6b year normally has two compulsory field-trip days out, during term time. These are (a) Physical geography: studying atmospheric and hydrological factors at the Devil's Kneading Trough and the River Stour, near Wye. (b) Human geography: visiting the London 2012 Olympics site and studying various urban redevelopment projects such as Canary Wharf and the ExCeL Centre. The A2 course usually has one compulsory 3-day residential field trip to Lulworth Cove (in June of the 6b year) to study the Dorset coastline. In the summer holidays between the 6b and 6a year we take an optional field trip to Iceland to look at the world famous sites on the 'Golden Circle' including a swim in the blue lagoon; a hike on a glacier; a visit to the volcano Mt. Hekla and also the recent eruption of Mt. Eyjafjallajökull; as well as the Great rift valley of the North-Atlantic ridge at Thingvellir where pupils can stand with one foot in Europe and one foot in North America. This trip offers students the opportunity to use Iceland as a case-study in the A2 topics of Hazards, Energy, Coasts and Tourism.

Further Education and Careers

Every year a large proportion (40-60%) of the 6a Geography pupils go on to study Geography at university. However, those who combine with Mathematics and the Sciences may study anything from Engineering to Natural Sciences or Medicine; whilst 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.

Freyja Dolan, Head of Geography

Geology (Earth and Planetary Science)

Pre-conditions and Subject Combinations

Geology is the branch of science concerned with the structure, evolution and dynamics of the Earth (volcanoes, earthquakes etc.) as well as the exploration of 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 and is also a highly topical subject with many links to other subjects even outside the traditional sciences.

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. The subject is equally available to students from both the Arts and Sciences and can be studied with success in combination with any other subjects.

Course Content

The A level course is broken down into the following:

Fundamentals of Geology

F1 Elements, minerals and rocks
F2 Surface and internal processes
F3 Time and change
F4 Earth structure and global tectonics

Interpreting the Geological Record

G1 Rock-forming processes
G2 Rock deformation
G3 Past life and past climates
G4 Earth materials and natural resources

Geological Themes

T1 Geohazards
T2 Geological map applications
T3 Quaternary geology*
T4 Geological evolution of Britain*
T5 Geology of the lithosphere*

(We study one of the optional themes indicated with an asterisk).

A four-day field trip during the summer term is held in Anglesey (north Wales).

Two field courses are currently offered for the 6a pupils. A short one-day trip to the Kent coast early in the first half term is used to practise skills required for the practical component of the course. A one weekfield course is held either in the October half term or the February half term of the 6a year and it is partly here that the internally assessed practical endorsements are carried out. Currently the 6a students travel to Tenerife. This allows pupils the chance to analyse volcanoclastic materials, as well as gaining an understanding of the nature and development of super-volcanic eruptions.

Method of Examination

Component 1: Geological Investigations

Written examination: 2 hours 15 minutes

35% of qualification

Section A: Two stimulus response questions requiring short and structured answers.

Section B: An investigation of the geology of an area shown on an accompanying simplified geological map, involving

- the interpretation of hand specimens and photographs of minerals, rocks and fossils
- map interpretation and cross-section construction
- the completion of questions using short, structured and extended answers.

Component 2: Geological Principles and Processes

Written examination: 1 hour 45 minutes

30% of qualification

Six stimulus response questions requiring short, structured and extended answers.

Component 3: Geological Applications

Written examination: 2 hours

35% of qualification

Section A: **Geohazards**. Two stimulus response questions requiring short and structured answers.

Section B: **Geological map applications**. An investigation of the geology of an area shown on a Geological Survey map extract using stimulus response questions requiring short, structured and extended answers.

Section C: Learners answer questions on **one option** from a choice of three. Each comprises three questions requiring short, structured and extended answers.

- **Quaternary Geology**
- **Geological Evolution of Britain**
- **Geology of the Lithosphere**

Practical Endorsement

Non-exam assessment

Assessment of practical competency.

Reported separately and not contributing to final grade.

Further Education and Careers

A-Level Geology is an acceptable subject for entry to a wide range of university degree courses, 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/or 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 and the transferable skills developed are desirable.

Michael Mawby, Head of Earth & Planetary Sciences

History

Pre-conditions and subject combinations

It is desirable to have studied History at I/GCSE and reached grade 7-9 standard. While most pupils have done so, it should not be a discouragement to anyone now wanting to study History and the main requirements are an enquiring mind, a genuine interest in the past and a conscientious attitude. An interest in History may well be related to one or more of the following:

- 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;
- the ability and desire to read widely not only the set texts but also related and non-related books around the topics.

History goes very well with A-level 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 offers a mixture of Early Modern and Modern History for A-level:

| | |
|---------------|---------------------------------|
| Breadth Paper | The Tudors: England 1485-1603 |
| Depth Paper | France in Revolution 1774-1815 |
| Coursework | Russia and its rulers 1855-1964 |

A-level History at King's offers a stimulating and challenging course that develops important - and transferable - intellectual and critical skills. History is not stuck in the past: studying the subject equips pupils to flourish in today's world of the "information society." This is because the good historian should be able to select and analyse information from a wide range of sources and also demonstrate the ability to present a persuasive case based on evidence. The options offered have been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. Pupils will gain a deeper understanding of the past through political, social, economic and cultural perspectives. The engaging topics available to them throughout the course will provide them with the knowledge and skills they require to succeed as historians.

There are frequent talks that take place in school in partnership with the local branch of the Historical Association that include lectures from academics nationwide on a wide variety of historical topics. There is also a programme of Sixth Form extension classes, which focuses on talks given by both pupils and history department teachers and gives pupils the opportunity to debate and study historical topics beyond the syllabus to enhance their learning. Many of the talks arranged for the Sixth Form have a broadly historical content and formal classes are also offered, in both 6a and 6b, for Oxbridge historians. We also encourage A level pupils to contribute to the school History magazine. The school library is well equipped for Sixth Form historians and we are fortunate to have the Canterbury Cathedral archives on our doorstep. As well as this, we maintain a wealth of resources within the department itself and have access to excellent online resources, such as the Massolit lecture series. Pupils are expected to make full use of these facilities.

Moreover, the History Department is fully immersed in the historic setting that King's occupies, looking out over the ruins of the old monastic buildings and the cathedral itself, which makes it a wonderful and memorable place for our pupils to study history.

Higher Education and Careers

History A-Level is obviously a very good preparation for reading History at university. A degree in History will be attractive to any employer looking for those who will have the aptitude to reach the ranks of senior management in law, journalism, business, finance and politics. 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 at university. The Russell Group of universities booklet "Informed Choices" offers guidance on post-16 education and identifies History as one of the key 'facilitating subjects.' It notes that History gives good, relevant skills for Law. The "Informed Choices" does not say that any subject is essential for Law but History is the only subject specifically mentioned as "useful."

Claire Anderson, Head of History

Mathematics

We follow the Edexcel linear courses in mathematics and further mathematics.

Here is a summary of the possible mathematical pathways in the sixth form.

| Choice | Background (including grade target) | What to choose (see subject blocks) |
|---|---|---|
| 1. A level mathematics | I/GCSE mathematics (grade 7 upwards). | Mathematics from a block A-D. |
| 2. A level mathematics and AS level further mathematics | I/GCSE mathematics (grade 8 or 9) FSMQ additional mathematics or I/GCSE/Level 2 further mathematics useful but not necessary. | Further mathematics I and Further mathematics II in two different blocks but <i>indicate if initial intention is for AS Further Mathematics.</i> |
| 3. A level mathematics and A level further mathematics (13 periods per week) | I/GCSE mathematics (grade 8 or 9). FSMQ additional mathematics or I/GCSE/Level 2 further mathematics useful but not necessary. | Further mathematics I from block A or B and Further mathematics II <u>from block E.</u> |
| 4. A level mathematics and A level further mathematics (18 periods per week) | I/GCSE mathematics (grade 8 or 9). FSMQ additional mathematics or I/GCSE/Level2 Further Mathematics useful but not necessary. | Further mathematics I from block A or B and Further mathematics II <u>from block C.</u> |

There will be some scope for movement between disciplines, but it will be much easier to drop back than to move in the other direction. It may be possible to do as some current sixth form students have done, and add AS further mathematics to their initially-chosen A Level in mathematics during the 6b year.

Mathematics A level

Pre-conditions and subject combinations

A good grade at (I)GCSE (at least a 7) in mathematics is a requirement 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 grade 6 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 students studying A Level mathematics can expect to cover topics in pure mathematics as well as those in mechanics and statistics. The pure mathematics course leads through algebra and co-ordinate geometry into differential and integral calculus. Mechanics, which has strong links with Physics, looks at forces and their effect on the motion of objects. Statistics study involves looking at the analysis and interpretation of data, as well as covering topics in probability. There is no choice of topics allowed in the new A Level.

Method of Examination

Following the Edexcel course there are three two-hour papers: two pure and one on mechanics and statistics. There is no assessed coursework with this A Level. It is worth noting that those topic areas previously thought of as AS Level will be examined at A Level difficulty. There are new requirements for the assessment of problem solving, communication, proof, modelling, and application of techniques. There is also the requirement to learn how to make use of a (pre-released) large data set. Another change is that there will be no non-calculator assessment, and there are new minimum requirements for calculators used at A level.

Those who follow the mathematics course in 6b but do not wish to continue with the subject into 6a might have the option to sit the AS examination at the end of 6a, but this would require keeping the material fresh and mathematics is very much a “use it or lose it” subject. There might be an option of a “thin” course delivering AS level over two years of teaching.

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 & Further Mathematics A levels

Pre-conditions

A grade 8 or 9 at I/GCSE or equivalent is required.

Course Content

Those pupils who can assimilate the ideas involved with A Level mathematics quickly and efficiently would be ideally suited to take further mathematics. In many ways further mathematics can be thought of as more mathematics done quickly rather than harder mathematics, although some extension topics will be studied alongside the work covering the main specification. This year the further mathematics 6b programme will cover all of A Level mathematics, so the subjects will be studied in series not parallel.

There are ten possible pathways to A level further mathematics but only a subset of these will be available. Further pure plus further mechanics or further statistics are currently the main options. There will be some students who resile from completing the full double A Level, and where possible these pupils will be taught in a set moving towards AS further mathematics (rather than stopping study of A Level further mathematics part-way through the year).

The current plan is to offer two pathways to further mathematics; one using the current tally of thirteen lessons per week, and another using a double allocation, perhaps using up two main option blocks.

Method of Examination

In addition to the papers sat for A Level mathematics, AS Level further mathematicians will sit two ninety-minute papers, and A Level further mathematicians will sit four of these; in each case there will be an even split between compulsory and optional components. These will of course be sat alongside the other papers examining the first A Level. Those who relish a more substantial challenge can also attempt the Cambridge STEP papers at the end of the course; these are sometimes included in university offers for some courses (not just mathematics). There might also be the option to study STEP I at the end of the 6b year. There is now no option to study for a third A Level in further mathematics (additional).

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 a Physics or Engineering course at top universities, and might be useful for those looking at prestigious Economics courses, such as Cambridge, Oxford, or LSE.

Stuart Ocock, Head of Mathematics

Modern Languages

Modern Languages at King's is a large, lively and dynamic group of departments housed in the Tudor Old Archbishops' Palace. Pupils can choose from a range of modern languages to study in the sixth form: French, German, Spanish, Mandarin, Italian, Russian, and Japanese. Details on the courses offered can be found below.

University admissions tutors confirm that studying a modern language at A Level or equivalent can give the edge to prospective undergraduate students as part of any subject combination, including sciences. An A Level in a modern language can also provide the key to participation in schemes similar to ERASMUS for undergraduates studying subjects other than languages. Looking beyond university careers, it is self-evident that competence in a foreign language is a substantial asset in the employment market.

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. Oxford and Cambridge offer single or two-language degrees, as well as one-language degrees with History, Linguistics, English or Philosophy and 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. It is also possible to start a new language if one is already studied to A level.

FRENCH, GERMAN AND SPANISH

Pre-conditions and subject combinations

French, German and Spanish are available at A level to pupils with at least A grade/grade 7 at I/GCSE. Experience shows that pupils from lower Fifth Form sets and those with less than an A grade/grade 7 at I/GCSE may experience difficulties with the jump from I/GCSE to A Level. Such candidates should consult with the Head of Department before embarking on the course. Bilingual students should, likewise, discuss with the Head of Department the possibility of taking the A Level with reduced tuition, thus freeing themselves to take other subjects.

A Level 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. Assessment follows the linear model, rather than a modular one, meaning that pupils sit exams at the end of the two year course. The department is supported by an excellent team of Modern Foreign Language Assistants, with whom sixth form pupils will have weekly conversation classes.

The A level consists of:

- **Paper 1: Listening, Reading and Writing.** This Paper requires candidates to convey understanding of texts and recordings in the target language. Short form answers are required and candidates are also asked to summarise both a listening and a reading text. The written element of the paper requires translation of texts from English into the language studied and vice versa.
- **Paper 2: Writing.** This Paper requires candidates to answer an essay question for each of two works that they will study during the course. The works studied will be one book as a minimum plus either a second book or a film.
- **Paper 3: Speaking.** This Paper requires students to show their ability to use the target language in order to discuss their Individual Research Project and one other general topic area that they have studied during the course.

Pupils are encouraged to take part in a wide variety of cultural trips and exchanges organised by the department, with destinations such as Seville, Berlin, Nice, Annecy, Madrid, and Paris. We can also help

students arrange independent exchanges with the organisation Continental Connections.

Those who follow a languages course in 6b but do not wish to continue with the subject into 6a might have the option to sit the AS examination at the end of 6a, but this would require keeping the material fresh with some guidance through the 6a year: languages are very much “use it or lose it” subjects. There might also be, depending on demand, an option of completing AS level over two years of teaching (choosing the AS language in a main block). This would involve joining main sets in the 6b year, on a reduced timetable, and then refreshing this learning and studying one set text in the 6a year in smaller tuition sessions.

MANDARIN

Mandarin Chinese A Level is open to students who have passed Mandarin GCSE with a good grade (grade 7 above) or have at least an equivalent level in Mandarin. The course is designed to enable students to develop an advanced level knowledge and understanding of the Chinese language, the culture of China, as well as practical and valuable language and transferable study skills.

Students will learn four engaging themes in language alongside two works (either two literary texts or one literary text and one film) assessed through two externally-examined papers (Papers 1 and 2) and one teacher-examiner conducted speaking assessment (Paper 3).

Mandarin A Level is also available for native speakers or for those who have a Chinese background as a one year course, which means that students can take the A Level exam at the end of Year 12 (6b).

In 2022-2023 academic year, the Pre-U course will continue for the last year. Pupils who have learned this course in their Year 11 (5th form) or have the equivalent level can continue this course and take Pre-U exam at the last opportunity in summer 2023 before it is discontinued.

RUSSIAN

Russian is offered to beginners in 6b (year 12). We aim to reach GCSE after two years using the first two parts of the Ruslan Russian course, which is ideally suited to Sixth Formers and young adults. Pupils with some knowledge of Russian can also be accommodated and those who already know the language to a good level can be guided towards the Edexcel A Level in one or two years.

ITALIAN

Italian is offered to beginners in 6b and the aim is to bring pupils to a level of basic competence in one year and to GCSE, depending on progress, in two. It moves fast and is aimed at well-motivated linguists. Teaching methods include the ‘Ciao’ textbook, ‘Amici’, BBC, and online resources, plus plenty of reading material in the later stages. Pupils with prior knowledge of Italian or native speakers of Italian can also be guided towards the Edexcel A Level in one or two years.

JAPANESE

Japanese is offered to beginners in 6b. We aim to reach GCSE after two years and use Japan Foundation materials as well as relevant audio and visual material. Native speakers or those who already have a solid grounding in the language can be prepared for Japanese Edexcel A Level.

Music (Edexcel A level)

Pre-conditions

A grade 7 at GCSE Music and/or a pass in Grade 5 Music Theory is strongly advisable. Pupils should be able to perform to a standard of at least Grade 6 on one instrument (which could be voice) when starting the course, although they do not need to have taken any specific performing examinations.

Subject combinations

Music can be studied with a variety of other subjects; no particular combinations are specifically recommended. It is possible to study both Music and Music Technology, but if studying both of these subjects together, pupils may be advised to study a total of four subjects at A level or equivalent, depending on their university aspirations.

Course content and method of examination

Component 1 – Performing (30% of qualification)

- A recital of one or more pieces with a total length of at least eight minutes, performed towards the end of the 6a year and assessed externally.
- Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.
- Grade 7 repertoire is considered of 'standard difficulty'. Above this level, marks are scaled up. Below this level, pupils would not be able to achieve the highest marks.
- It is assumed that pupils will have regular individual instrumental/vocal lessons to work on their performing skills.

Component 2 – Composing (30% of qualification)

- A total of two compositions, one to a brief set by the exam board towards the end of the 6a year and one either free composition or also to a brief set by the exam board at the start of the 6a year, both assessed externally.
- The total time across both submissions must be a minimum of six minutes.
- One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying two thirds of the marks for this component. This composition must be at least four minutes in duration.
- One composition must be from a list of briefs assessing compositional technique, carrying one third of the marks for this component. This composition must be at least one minute in duration, unless the brief specifies a longer minimum duration.
- After an initial introduction to harmony, the topics studied in preparation for the briefs assessing compositional technique are Bach chorale, two-part counterpoint, arrangement, and remix.

Component 3 – Appraising (40% of qualification)

- Thirteen set works and a variety of 'wider listening' works are studied in preparation for a written exam lasting 2-hours and 10 minutes sat at the end of the 6a year, with each candidate in control of the individual playback of the musical excerpts provided.
- The first half of the paper (carrying half the marks for this component) consists of questions related to excerpts from three of the set works plus a musical dictation exercise.
- The second half of the paper (carrying the other half of the marks for this component) consists of two essay questions; one asks pupils to analyse an unfamiliar musical excerpt in relation to the pieces they have studied, and the other gives a choice of four questions, each asking pupils to

evaluate the musical elements and context of one set work.

- The diverse collection of thirteen set works is divided into six areas of study: vocal music, instrumental music, music for film, popular music and jazz, fusions, and new directions.

Music Technology (Edexcel A level)

The Music Technology course is separate from that for Music A level, with a focus on the production of popular music. This is an ideal pathway for students who are interested in music production but may have been put off taking the Music A level course because of a lack of formal musical training.

Pre-conditions

There is no prescribed prior knowledge for the course, although some pupils may have taken GCSE Music, which will be helpful. An interest in and enthusiasm for all aspects of music production and its associated theory and history is crucial, and pupils may already be creating their own music using a Digital Audio Workstation such as Logic Pro.

Competent musical literacy and basic keyboard skills are important but if a student is interested in the course, a lack of formal musical training should not discourage them; indeed, candidates without this kind of background have previously been successful in the course. Pupils are welcome to book an appointment with Mr Parvin to establish individual needs and suitability.

Subject combinations

Music Technology can be studied with a variety of other subjects. If pupils aspire to study Music Technology or a similar course at a highly selective university, they may find that studying Maths and Physics at A level is an advantage, but this is by no means a prerequisite for all such courses.

It is possible to study both Music and Music Technology, but if studying both of these subjects together, pupils may be advised to study a total of four subjects at A level or equivalent, depending on their university aspirations.

Course content and method of examination

Three areas of study underpin the course and provide a focus for pupils' practical and theoretical work: recording and production techniques for corrective and creative purposes, the principles of sound and audio technology, and the development of recording and production technology.

Component 1 – Recording (20% of qualification)

Non-examined assessment (coursework): externally assessed

Pupils undertake a recording of a song originally performed by one of ten artists included on a list supplied by the exam board, demonstrating a knowledge of production tools and the techniques necessary to capture, edit, process and mix an audio recording.

Component 2 – Technology-based composition (20% of qualification)

Non-examined assessment (coursework): externally assessed

Students undertake a technology-based composition based on a brief set by the exam board. This involves creating, editing, manipulating and structuring sounds to produce a composition that uses synthesis, sampling/audio manipulation and creative use of effects.

Component 3 – Listening and analysing (25% of qualification)

This exam at the end of the 6a year tests pupils' knowledge and understanding of recording and production principles and techniques in the context of a series of unfamiliar recordings. There is also an extended written response question in which pupils compare two unfamiliar commercial recordings.

Component 4 – Producing and analysing (35% of qualification)

This exam at the end of the 6a year tests pupils' knowledge and understanding of editing, mixing and production techniques, and their practical application using Logic Pro. There is also an extended written response question focusing on a specific mixing scenario, signal path, effect or music technology hardware unit.

Greg Swinford, Head of Academic Music
Nick Parvin, Teacher of Music Technology
Will Bersey, Director of Music

Philosophy

Pre-conditions and subject combinations

Philosophy is an essay-based subject and thus an aptitude for essay writing is expected as well as the ability to express ideas with clarity and precision. No particular background in terms of subjects studied at GCSE is required and there are no specific philosophical ideas that students are expected to be aware of, although reading around the subject during the course and over the summer before it begins, is strongly encouraged. Students taking Philosophy must understand that they will be expected to undertake wide reading in addition to their class work and preps. A willingness to engage critically with new ideas is essential, and students will need to enter into classroom discussions on a regular basis in order to increase their understanding. Potential Philosophy students need to be aware that Philosophy is an academically rigorous subject which requires an analytical mind and an ability to express ideas clearly, coherently and logically.

Potential students who took the Religious Studies GCSE and achieved below a grade 7, or those who did not achieve a grade 7 in both English Language and Mathematics are well advised to reconsider. Philosophy may be combined with any other subjects.

A level Course Content, Method of Examination and Grading

At King's we take the AQA Philosophy A level. This course provides students with an excellent grounding in key philosophical ideas through the study of an anthology of seminal texts and perennial philosophical problems. Philosophical study also develops students' analytical and critical skills and so provides an excellent grounding for university study in any subject, including Philosophy.

The specification can be found here:

[A-level Philosophy Specification Specification for first teaching in 2017 \(aqa.org.uk\)](https://www.aqa.org.uk/subjects/philosophy/A-level/philosophy-specification)

The course comprises two areas examined in two papers:

- ***Epistemology and moral philosophy***

Epistemology is the theory of knowledge and this unit examines four areas:

- *The nature of knowledge.* Various attempts to define it are analysed.
- *Perception as a source of knowledge.* Different accounts of how the senses furnish us with knowledge of reality: direct realism, indirect realism and Berkeleyn idealism.
- *Reason as a source of knowledge.* Rationalist accounts of our understanding of the world.
- *The limits of knowledge.* How far can our knowledge extend? Can scepticism be resisted?

Moral philosophy concerns how we determine what is 'good', 'bad', 'right' and 'wrong'.

- Three *normative* approaches to these questions are explored: Utilitarianism, Kantian Deontological Ethics and Aristotelian Virtue Ethics.
- *Practical Ethics* looks at specific moral problems to which these approaches can be applied, namely Stealing, Simulated killing within computer games, films, etc. Eating animals and Telling lies.
- *Meta-ethics* asks what the ultimate nature of morality is, and we focus on the dispute between Moral realism and Moral anti-realism.

- ***The metaphysics of God and the metaphysics of Mind***

The **metaphysics of God** examines philosophical attempts to make sense of the nature of a supreme being and whether the existence of such a being can be proved.

- *The nature of God.* What are the attributes of God? Is the concept of God coherent?
- *Arguments for the existence of God.* The ontological argument, the design argument and the cosmological argument.
- *The problem of evil.* The question of whether a God is compatible with the existence of suffering in the creation.
- *Religious Language.* Is it possible to speak meaningfully of God? We examine different accounts of the status of religious language.

The **metaphysics of Mind** concerns the mind-body problem and the question of what the mind and consciousness are. We examine various theories of the mind.

- *Dualist theories:* substance dualism, property dualism and epiphenomenalism, as well as various difficulties for these positions principally how the mind can come into causal interaction with the body and the problem of other minds.
- *Physicalist theories.* Behaviourism, Mind-brain identity theory, Eliminativism,
- *Functionalism.* The theory that the mental states are to be defined in terms of their causal role

In the summer term of their 6a year pupils will sit two written exams:

- **Paper 1:** 3 hours, 100 marks, 50% of the total
- **Paper 2:** 3 hours, 100 marks, 50% of the total

Dr Daniel Cardinal, Head of RS & Philosophy

Photography

Students wishing to study Photography will take the **AQA A Level Art (Photography)**. Students will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They will be taught both traditional and new technologies and will produce practical and critical/contextual work in different areas of study. Example areas: portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography and experimental imagery.

The creative industries, which include art, design and music, are an important part of the British economy – one of the areas of the economy that is still growing. Creativity is essential in a global economy that needs a workforce that is knowledgeable, imaginative and innovative.

Pre-conditions and subject combinations

The pre-requisite for entry on the A Level course is a GCSE in Art and Design or Photography at level 7, 8 or 9. However, students who have not taken an Arts GCSE may be admitted to the course if they can demonstrate creativity and visual awareness. This course combines well with most other A Levels, although students will need to be aware that the course requires a lot of time and dedication.

Course assessment outline

Component 1 Personal investigation - 60 %

Component 1, is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation will be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople and include a written work of 3000 words which supports the practical work. The Personal Investigation starts in the Summer term and is concluded by February 1st in the Lent term of 6a.

Component 2 Externally set assignment - 40%

Component 2, is an Externally set assignment released to the students on 1st February. Students will respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which leads to a finished outcome or a series of related finished outcomes. Following the preparatory period, students will complete 15 hours of unaided, supervised time, which will be scheduled in early May of their 6a year.

Isobel Dutton, Director of Art

Physical Education (PE) A level

Pre-conditions

Pupils should have a very keen interest in sport and the ability to perform in one sport to a high standard. GCSE PE is desirable to have but not essential. It is important for pupils to understand that the A level course is theory-based, with practical performance for the coursework, and the structure of allocated lessons reflects that. Candidates will therefore need to have the ability and drive to focus and perform well on the more dominant side of the course.

Course Content and Method of Examination

The content has been designed to allow learners to study PE in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject.

The A-Level qualification is a two-year linear course which is examined in the last year of the course over three separate written papers and a non-examined assessment (NEA) practical assessment and coursework.

1. Physiological factors affecting performance (30% of the overall A-Level)
 - Applied anatomy and physiology
 - Exercise physiology
 - Biomechanics
2. Psychological factors affecting performance (20% of the overall A-Level)
 - Skill acquisition
 - Sports psychology
3. Socio-cultural issues in physical activity and sport (20% of the overall A-Level)
 - Sport and society
 - Contemporary issues in physical activity and sport
4. Performance in physical education (30% of the overall A-Level)
 - Performance or coaching in one sport
 - Evaluation and Analysis of performance for improvement (EAPI)

Further Education and Careers

This course will prepare learners for the further study of Physical Education and Sports Science courses as well as other related subject areas such as psychology, sociology and biology. These courses can open opportunities to careers ranging from personality profiling of top athletes to technology research and development of equipment and facilities and injury prevention.

Learners will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry.

BTEC Sport

Pre-conditions

Pupils should have a very keen interest in sport and the ability to perform in one sport to a high standard. GCSE PE is desirable, but not essential. It is important for pupils to understand that the BTEC course is theory based with practical performance as an optional unit, and the structure of allocated lessons reflects that.

BTEC adopts a learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. It offers multiple assessment opportunities, not just exams. It is a flexible and custom qualification that can be tailored to the individual. Candidates will therefore need to have the ability and drive to focus on independent study.

Course Content and Method of Examination

This course is equivalent in value to two A Levels. It has been designed as part of a two-year programme, normally in conjunction with other qualifications. This qualification is aimed at learners looking to progress to higher education in this sector.

| Dip 720 GLH | Equivalent to 2 A Levels | 9 units / 6 mandatory & 3 external assessments | |
|-------------|---|--|---------------------|
| Unit | | Mandatory/ Optional | Exam/ Coursework |
| 1 | Anatomy and Physiology | M | Exam |
| 2 | Fitness Training and Programming for Health, Sport and Well-being | M | Exam |
| 3 | Professional Development in the Sports Industry | M | Coursework |
| 4 | Sports Leadership | M | Coursework |
| 5 | Application of Fitness Testing | O | Coursework |
| 6 | Sports Psychology | O | Coursework |
| 10 | Sports Event Organisation | O | Coursework |
| 22 | Investigating Business in Sport and the Active Leisure Industry | M | Exam |
| 23 | Skill Acquisition in sport | M | Coursework |

| BTEC level | UCAS Points | A Level equivalent |
|------------|-------------|--------------------|
| D* | 56 | A* |
| D | 48 | A |
| M | 32 | C |
| P | 16 | E |

Further Education and Careers

This course will prepare learners for the further study of Physical Education and Sports Science as well as other related subject areas such as psychology, sociology and biology. Learners can progress to higher education on full degree single or combined courses, for example:

- BA (Hons) in Sports Development and Management
- BSc (Hons) in Sports Management
- BSc (Hons) in Exercise, Health and Fitness
- BSc (Hons) in Sport and Exercise Psychology

Learners will also develop the transferable skills that are in demand by higher Education establishments and employers in all sectors of industry.

Kate Harris, Head of Physical Education

Physics

Physicists perform experiments, analyse data in a mathematical fashion and use the results to make predictions; above all, physicists are problem solvers. In A Level Physics, we start with the fundamental concepts and theories learnt in the lower school, and build and expand upon them, using some sophisticated mathematical ideas to support them and eventually reaching a stage where we can start to look at some of the concepts baffling scientists in our present day such as quantum theory, particle physics and cosmology.

Pre-conditions and subject combinations

A prospective A Level student would be expected to have a minimum of a grade 7 in IGCSE Physics or a 7 grade equivalent in the Physics component of IGCSE Double Award Science.

Physics A Level is a challenging course which contains significantly more demanding theory and mathematics than IGCSE. Pupils taking up this course must be confident with rearranging equations, graph work and trigonometry and must have a firm grounding in the basic physics concepts.

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, Mathematics + one other science
- Physics, Chemistry, Biology
- Physics, another science, Economics
- Physics, Geography, Earth and Planetary Sciences
- Potential engineers often wish to study a language

Course Content and Method of Examination

We deliver the Eduqas specification. This linear course covers a wide range of physics concepts and is assessed by 3 written exams at the end of 6a. Practical competency will also be assessed throughout the course and will be reported as a separate mark that will not contribute to the final grade.

Component 1: Newtonian Physics (2 hr 15 min written exam)

Includes: kinematics, dynamics, energy concepts, circular motion, vibrations, kinetic theory and thermal physics

Component 2: Electricity and the Universe (2 hr exam)

Includes: circuit electricity, capacitance, solids under stress, electrostatic and gravitational fields, the use of radiation to investigate stars, orbits and the wider universe

Component 3: Light, Nuclei and Options (2 hr 15 min exam)

Includes: Waves and oscillations, basic quantum theory, lasers, radioactivity, particle physics, magnetic fields, electromagnetism

Options – choice of 1 option from 4 (but it may not be possible to offer all options)

A: Alternating currents

C: The physics of sports

B: Medical Physics

D: Energy and the environment

Practical Endorsement

Non-exam assessment of practical competency (will not contribute to the overall grade).

The Department offers extension activities for those aiming to pursue physics-related subjects beyond school. We also provide additional support in the form of weekly 'extra help' classes – these are particularly useful for those who are not taking a full mathematics A Level, or for any student who studied double award science.

Further Education and Careers

Physics is a suitable A Level for many university courses, from the obvious ones such as Physics, Astrophysics, Physics and Philosophy, Medical Physics and various branches of Engineering to the less so, such as Law. Although it is not a specified requirement for Medicine, it is highly regarded by the admissions tutors if it is offered as an additional subject. 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 numerical and analytical skills.

Louise Comber, Head of Physics

Politics

Politics is a fascinating and dynamic subject that receives such widespread coverage in the media that it obviously offers endless opportunities for engaging students. The aims of this course are to develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes, and to acquire a knowledge and understanding of the structures of authority and power within the political system of the United Kingdom and beyond. It will give students a clear appreciation of the theories, motives and values that underpin government thinking and action, and an empathetic understanding of the main political viewpoints and also global issues. The Politics course seeks to develop important intellectual and critical skills, such as an ability to construct and sustain arguments and select, analyse and present material appropriately. Politics is taught in a linear fashion over two years and all exams are all sat in the final year.

Pre-conditions and subject combinations

The course is suited to those who enjoy current affairs, read newspapers, and have an interest in the ideas behind the headlines. No particular GCSE qualifications are necessary, but Politics is a demanding and rigorous course. It is essential that students have the facility to write cogently and well substantiated extended pieces, along with good reading skills and an ability to analyse and be critical of key material. To this end, students wishing to take Politics should look to have an A in History and/or English. Assessment is based on short answers, essays and evaluation of information. There is no coursework. Research, discussion and debate form an essential part of the learning process of this subject.

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 History, Economics, Classics, English, Religious Studies, Philosophy 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 exam board. It involves the study of THREE examined papers. Components 1 and 2 focus on British Politics and Government and Component 3 on Global Politics.

The exact structure of the specification and form of examination is set out below:

Component 1 - UK Politics (Political Participation) and Core Political Ideas

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. Its key topics include: Democracy and Participation, Political Parties, Electoral Systems, Voting Behaviour and the Media. For the Core Political Ideas we study Liberalism, Conservatism and Socialism.

Exam (2 hours) - 84 marks - 1/3 of the qualification. Section A is ONE 30-mark question from a choice of two (each question is based on a quote). Plus ONE 30-mark question from a choice of two. Section B is ONE 24 mark question from a choice of two.

Component 2 - UK Government & Optional Political Idea

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. Key topics are: The Constitution, Parliament, Prime Minister and the Executive and the relationship between the branches. For the Optional Political

Idea we study Nationalism.

Exam (2 hours) – 84 marks - 1/3 of the qualification. Section A is ONE 30-mark question from a choice of two (each question is based on a quote). Plus ONE 30-mark question from a choice of two. Section B is ONE 24-mark question from a choice of two.

Component 3 - Comparative Politics

This topic examines key issues in recent global politics and how these issues are dealt with at global level. This includes: Theories of Global Politics, sovereignty and globalization, global governance: political and economic, global governance: human rights and the environment, power and developments, regionalism and the European Union.

Exam (2 hours) - 84 marks - 1/3 of the qualification. Section A is ONE 12-mark question from a choice of two. Section B is ONE compulsory 12-mark question based on a source. Section C is TWO 30-mark questions from a choice of three.

There are also a range of options available for extending political interest and knowledge outside of normal lesson time. The vibrant Politics Society hosts talks from eminent public figures and political commentators which gives students an insight into the realities of the wider political world. Model United Nations simulates the actual resolution process of the UN as well as offering students insight into international relations. The department also offers visits to places of interest such as Parliament and the Supreme Court.

Further Education and Careers

There is a wide range of university degree courses: PPE at Oxford, HSPS at Cambridge and International Relations at St Andrews are just three such examples. Many pupils from King's have opted to study for a Politics and/or International Relations degree and such courses open up diverse careers including journalism, business, the professions and the civil service.

Erik Nilsson

Psychology

Why choose Psychology?

The mind is something intangible that exists within our brain; an unseen process of enzymes, chemicals and electric currents. But why is it that some people suffer from stress or mental illness? Or that others are considered abnormal for deviating from social norms? Have you ever wondered if prison really does change criminal behaviour? Or why some people conform? Or perhaps if the experiences you had before the age of five really do shape the person you are today?

Psychology looks at questions like these and more. It's a fascinating science with innovative research that has real world applications that you are bound to find interesting.

Psychology: Where could it take you?

A-level Psychology will give you an understanding of the way people think and why people behave in certain ways. You will learn a variety of skills including analytical thinking, improved communication, problem solving and many more that will prepare you for an exciting future with the possibility of a range of fantastic careers.

Psychology is a great subject to study because it will not only give you a number of transferable skills, it will also teach you more about the way people think. An understanding of the human mind is useful in a number of careers. Typical degree courses taken by students who have an A-level in Psychology include Psychology, English studies, Sociology, Business studies, Teaching, Sport and exercise science, and Law. Studying psychology at university can give you a whole host of exciting career options, including Marketing, Business development, Accountancy, Human resources, Forensic psychology, Occupational therapy, Clinical psychology, Nursing, and Teaching.

What topics will I be studying?

Students will develop a knowledge of psychology through a stimulating array of topics. In the first year of A level you will study Social influence, Memory, Attachment, Approaches in psychology, Biopsychology, Psychopathology and Research methods. In the second year of the A level you'll deepen your understanding of human behaviour. You'll study additional topics under Approaches in psychology, Biopsychology, Research methods and Issues and debates in psychology. Three further topics are chosen, one from each of three option groups. Option one comprises relationships, gender, cognition and development; Option two includes schizophrenia, eating behaviour and stress; and Option three contains aggression, forensic psychology and addiction.

How will I be assessed?

At A-level there are three exams, with each accounting for one third of the A-level. The three exams last two hours and are worth 96 marks each. The exams consist of multiple choice, short answer, and extended writing questions.

How will it fit in with my other subjects?

Psychology will complement just about any other subject. Students who study psychology often also study biology, economics, maths, history, English or physical education.

Jon Hutchings, Head of Psychology

Religious Studies

Pre-conditions and subject combinations

It is not necessary to have studied GCSE Religious Studies in order to take Religious Studies A Level, (although that may be an advantage), as A Level work has significantly different and deeper demands. Potential students should be aware that the A Level course is very different to the GCSE and requires a far greater depth of systematic thinking and coherent argument. Religious Studies is an essay-based subject so an aptitude for essay writing and previous success in subjects requiring this skill is an advantage. The main prerequisites are interest, as well as a willingness to engage critically with new ideas and to read broadly. Students will be expected to enter into classroom discussions on a regular basis and to take an active role in lessons.

RS A Level can be studied alongside any other subject with success: popular A Level combinations of subject have been with Economics, Philosophy, Politics, English, Latin, Classics, Geography, History, and History of Art. Pupils have also combined RS successfully with a Modern Language or a Science.

Course Content and Method of Examination

Pupils follow the AQA A level Religious Studies course which has been designed to provide pupils with an all-round introduction into the main elements of Religious Studies. The full specification with a detailed list of resources can be found here <https://www.aqa.org.uk/subjects/religious-studies/as-and-a-level/religious-studies-7062/specification-at-a-glance>

There are two papers, each of which is compulsory. Each paper is worth 50% of the final mark. The papers are as follows:

Paper 1: Philosophy of religion and ethics

- Philosophy of Religion:
 - Arguments of the existence of God
 - Evil and suffering
 - Religious Experience
 - Religious Language
 - Miracles
 - Self and life after death
- Ethics and Religion:
 - Ethical theories
 - Issues of human life and death
 - Issues of animal life and death
 - Introduction to meta ethics
 - Free will and moral responsibility
 - Conscience
 - Bentham and Kant

Paper 2: Study of religion and dialogues

- Study of Christianity:
 - Sources of wisdom and authority
 - God's ultimate reality
 - Self, death and the afterlife
 - Good conduct and key moral principles

- Dialogues:
 - The dialogue between philosophy of religion and religion: How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied
 - The dialogue between ethical studies and religion: How religion is influenced by, and has influence on ethical studies in relation to the issues studied.
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and religious pluralism

In the summer term of their 6a year pupils will sit two exams, one for each paper.

Further Education and Careers

Religious Studies and Theology are both available in their own right at many good universities and the courses offered are often very varied, providing students with the opportunity to choose a course which suits their personal interest areas. The skills learned in Religious Studies are also beneficial for those going on to study subjects like History, Anthropology, and Sociology. Furthermore, an A Level in Religious Studies can provide a useful basis in ethical theory for students wishing to pursue degrees in areas such as Law or Medicine. A degree in Religious Studies or Theology has the same value for potential employers as equivalent arts degrees. Students who have studied Theology or Religious Studies at university go on to pursue a wide range of careers in such diverse fields as publishing, law, or media and public relations.

Dr Daniel Cardinal
Head of Religious Studies & Philosophy

APPENDICES

Appendix 1: Oxford and Cambridge ('Oxbridge')

In recent years about 50 of our 6a students (and some recent leavers) make applications to Oxford or Cambridge each year. Of these, typically 20-35% of the applications will ultimately result in a candidate taking up a place following an offer and a successful set of A level grades.

King's 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**. To this end, potential applicants are advised to engage with the sessions which run during the Lent and Summer terms of 6b and to engage seriously with the opportunities they provide. The summer holiday of 6b provides an opportunity for students to prepare first drafts of their personal statements, engage in extra reading/research and continue to prepare for any admissions tests. It also provides a good opportunity for pupils to visit the universities to develop a college preference. Pupils are encouraged to use this time wisely if they intend to make an Oxbridge application, since the October application deadline approaches very quickly in the first 6a term.

Applicants for both universities are interviewed, probably now online and usually in early December of 6a, after which they may be made an offer of a place, conditional upon their achievement of certain A Level grades. In addition, any earlier exam results are very important (principally GCSEs) and most Oxbridge courses now make use of a variety of tests taken in late October or early November (often during our the Autumn half term) or at the time of interview, and may also ask for samples of work done at school to be submitted prior to interview. Relevant departments provide detailed preparation for each admissions test, which includes the development of vital skills and setting/marking of practice papers.

It is now the practice of both universities to deselect some candidates before interview, primarily on the basis of the performance in the admissions tests but also on the academic track record. Although there are no hard rules, **candidates with fewer than eight grades at the former A* level** (about six grade 9s and two grade 8s) at I/GCSE in our experience **are very unlikely to be successful**, such is the standard expected. Furthermore successful candidates are nearly always near the top of the cohort ranking in each of their A level subjects at King's.

Oxbridge candidates are offered support with developing Critical Thinking abilities to help prepare them for interview. This process begins in 6b with general sessions, which become more targeted as the admissions tests and interview approach in 6a. Extra provision is made for those taking the TSA tests, including regular sessions and mock TSA tests.

All candidates are expected to attend Oxbridge meetings throughout the Autumn Term. This will help to prepare them for the demands of the application and interview process and they also have the opportunity to collaborate with pupils from local state schools who are also applying to Oxbridge.

Interview preparation is vital and, whilst help will be offered by both the Head of Oxbridge and Heads of Departments, it remains the candidates' responsibility to seek out opportunities for mock interviews and to approach members of staff to request this. Fewer and fewer courses are reliant on general interviews and practice should therefore take a subject-specific approach.

Wider reading and knowledge of material beyond the confines of the A Level syllabus is always expected; in addition, both Oxford and Cambridge favour Extended Projects, and candidates are strongly advised to consider completing a project to showcase their independent research/study skills and to use as a topic for discussion on their Personal Statement and potentially at interview. This can be particularly useful for

those applying for subjects which they have not previously studied, such as Medicine, Experimental Psychology, or Law, in order to demonstrate commitment and ability.

Prudent use of co-curricular activities and events, such as King's Talks, departmental extension sessions and debating, is a vitally important part of the application process. Work experience is also very strongly advised for certain more vocational subjects such as Medicine or Engineering. The focus of the selection process has moved considerably away from non-academic evaluation, and although sporting and musical aspirations are commendable and a key part of the King's ethos, they hold little sway over Oxbridge admission decisions.

Oxford offers are typically AAA or A*AA whilst Cambridge offers tend to be A*AA, although offers are set by college and thus vary considerably, with some demanding in as much as A*A*AAA from a five A level candidate: fourth and fifth A Levels are sometimes included in offers. Although no course officially requires four A-levels it is generally beneficial to be studying four subjects – especially for STEM applicants – and candidates considering dropping to three should discuss this decision with the Oxbridge coordinators. Further Maths should always be a fourth A level, alongside Mathematics and two others, or else the field of study at A level is too narrow with three A levels covering just two subject areas.

Applications to either Oxford or Cambridge can also be made post-A level. The school gives full support to any candidates who wish to go down this route, and it is often a good option for those who are not quite personally and/or intellectually mature enough for an Oxbridge application in 6a. It also gives those who had weaker GCSE results an opportunity to apply with strong A level grades. As with pre-A level applications, competition for places is fierce, and candidates holding three or four A* grades are by no means assured of entry; the **average successful Oxbridge applicant now has more than three A* grades**.

To be a credible applicant significant quantities of initiative, determination, independence and resilience are needed; it's not a conveyer belt programme that carries candidates to the throw of the dice at the last stage but an individual's steady intellectual development and self-propelled journey over many months.

Hannah Warwicker, Head of Oxbridge Admissions

Appendix 2: the UCAS Tariff

| Grade | A-level points | AS-level points | Extended Project Qualification points |
|-------|----------------|-----------------|---------------------------------------|
| A* | 56 | N/A | 28 |
| A | 48 | 20 | 24 |
| B | 40 | 16 | 20 |
| C | 32 | 12 | 16 |
| D | 24 | 8 | 12 |
| E | 16 | 4 | 8 |

The UCAS tariff points system was reformed in 2017. Full details can be found through this link including Pre-U, AS, EP, BTEC: <https://www.ucas.com/ucas/tariff-calculator>

Appendix 3: Examination Syllabuses & Boards

| Subject | Level | Board | Syllabus title (some with hyperlinks) | Syllabus Code |
|------------------------------------|--------------|---------|--|---------------|
| Art and Design | A Level | AQA | Art and Design | 7201 |
| History of Art | A level | Edexcel | History of Art | 9HT0 |
| Astronomy GCSE | GCSE | Edexcel | Astronomy | 1AS0 |
| Biology | A Level | Edexcel | Biology A (Salters-Nuffield) | 9BN0 |
| Business | AS level | AQA | Business | 7131 |
| Chemistry | A Level | Edexcel | Chemistry | 9CH0 |
| Classical Civilisation | A Level | OCR | Classical Civilisation | H408 |
| Classical Greek | A Level | OCR | Classical Greek | H444 |
| Computer Science | IA Level | CAIE | Computer Science | 9608 |
| Critical Thinking | IAS level | CAIE | Thinking Skills | 9694 |
| Design & Technology | A Level | Edexcel | Design & Technology (Product Design) | 9DT0 |
| Drama & Theatre Studies | IA Level | CAIE | Drama | 9482 |
| Economics | A Level | Edexcel | Economics | 9EC0 |
| English Literature | A level | OCR | English Literature | H472 |
| French | A Level | AQA | French | 7652 |
| Further Maths | A Level | Edexcel | Further Mathematics | 9FM0 |
| Geography | IA Level | CAIE | Geography | 9696 |
| Geology | A Level | Eduqas | Geology | A480QS |
| German | A Level | AQA | German | 7662 |
| History | A Level | AQA | History | 7042 |
| Italian | A Level | Edexcel | Italian | 9IN0 |
| Japanese | A Level | Edexcel | Japanese | 9JA0 |
| Latin | A Level | OCR | Latin | H443 |
| Mandarin Chinese | A level | Edexcel | Mandarin Chinese | 9CN0 |
| Mathematics | A Level | Edexcel | Mathematics | 9MA0 |
| Music | A Level | Edexcel | Music | 9MU0 |
| Music Technology | A Level | Edexcel | Music Technology | 9MT0 |
| Philosophy & Theology | A level | AQA | Philosophy | 7172 |
| Photography | A Level | AQA | Photography | 7206 |
| Physical Education | A Level | OCR | Physical Education | H555 |
| Physics | A Level | Eduqas | Physics | A420QS |
| Politics | A Level | Edexcel | Politics | 9PL0 |
| Psychology | A Level | AQA | Psychology | 7182 |
| Religious Studies | A Level | AQA | Religious Studies | 7062B |
| Russian | A Level | Edexcel | Russian | 9RU0 |
| Spanish | A Level | AQA | Spanish | 7962 |
| Sport | BTEC | Pearson | Level 3 National Diploma in Sport | 2016 |

Appendix 4: Email contacts

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

| | | |
|--|----------------------|--|
| Headmaster | Peter Roberts | headmaster@kings-school.co.uk |
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