“The pattern of King Alfred School may, I think, be likened to the valley of a river. The width and length of this valley does not greatly alter over the years, but the actual river bed is being shaped continually by the movement of the water which is always seeking out the best route to follow and altering its course accordingly.

We and the children in the school represent the river and all those who are, or have been, a part of the school have made their contribution... those who return to King Alfreds after 10, 20, or 30 years of absence recognise an atmosphere and a spirit that does not change. This spirit is perfectly summed up in our motto: *ex corde vita*...

It is not what you put into the child, but what you draw out that constitutes education.”

BH Montgomery
Head of KAS 1945-1962
Welcome to the Sixth Form at the King Alfred School

Our school prides itself on its reputation as a uniquely relaxed, informal and vibrant community that continues to stand out from most other educational environments by achieving outstanding academic success in a non-pressured environment.

Whatever their strengths or weaknesses, and whether already a student of the school or joining from elsewhere, a Sixth Former at King Alfred School can expect to excel both academically and socially. It is a widely acknowledged that our university-bound students emerge from our Sixth Form as the most impressively mature, tolerant and articulate adults; confident and able to take responsibility for planning their own lives.

In our Sixth Form, students are treated as young adults. The exceptionally high staff to pupil ratio means students can expect to enjoy friendly and close working relationships with extremely dedicated and well-qualified teachers. Such close relationships enable each of our Sixth Formers to be supported and guided with care, suitable to their individual needs.

We are a community that tries hard to help young people deal with the increasing academic demands placed upon them, without losing the sense of what makes them special as individuals. The King Alfred Sixth Form experience is different from most others on offer and you are most welcome to visit to find out how.

If you would like to arrange to see us, please come to one of our open Evenings (see website for details) or contact our Admissions team on admissions@kingalfred.org.uk, or call them on 020 8457 5285/5227.

Robert Lobatto
HEAD
Contents

6 | Overview
Advanced level courses 6
Changes to A-levels, from September 2018 6
Pastoral care and academic support 6
School Six 8
Useful contacts - communication in Sixth Form 8
School procedures for absence or lateness 9
Learning support 9
Enrichment & PSHE 9
Extra-curricular activities 10
Extension work 10
Games 10
Learning outside the classroom 10
The Extended Project qualification 10
Upper School library 11
Careers and higher education 11
Resources 12
Support from the wider KAS community 12
Support from outside agencies 13
Work experience 13
Applications from external students 13
Admissions policy and practice 13
External applicants 13
Sixth Form bursary scheme 13

15 | Subjects
Art & Design 15
Art History (Critical & Contextual Studies) 16
Biology 16
Chemistry 17
Classical Civilisation 18
Computer Science 19
Design & Technology 22
Economics 22
English Literature 23
Film Studies 24
French 24
Geography 25
Government & Politics 26
History 26
Latin 27
Mathematics 27
Music 30
Music Technology 30
Performing Arts 31
Philosophy 31
Photography 32
Physics 33
Psychology 33
Spanish 34
Theatre Studies 34

The King Alfred School | A Guide to the Sixth Form | 2018/19
Welcome to King Alfred School Sixth Form. As this is no ordinary school, prepare yourself for an extraordinary experience. We are exceptional in all aspects of educational life, and we pride ourselves on offering a unique learning environment in the Sixth Form.

In the Sixth Form here, you will not only benefit from an outstanding level of care, guidance and support, but you will also spend the next two years feeling valued as an individual, develop a sense of responsibility and learn skills that will set you up for life.

We will help you to become an independent learner, one who is confident and who can face the demands of the modern world. We aim to provide you with learning opportunities and challenges that will encourage you to reach your full potential.

Here we have what we call a broad definition of success. Whilst achieving your full potential in exams is of fundamental importance, exam success is not the only measure of a person. The process of learning is valuable for its own sake.

These values and rationale behind educating individual, self-reliant young people are firmly stated in The Framework, which guides our teaching practice at KAS. If you are familiar with it – you know you are in safe hands. If you are new to it – embrace and appreciate the atmosphere of mutual respect, freedom and enjoyment of education.

To support your learning and social development, you will be given a personal tutor and be in a small tutor group. Your tutor will be there to advise and guide you, as well as help you with planning and managing your workload. Your tutor group will become your source of support and will also provide you with many opportunities for socialising and entertainment.

The Sixth Form at KAS can offer you a rich learning experience that is unique and fulfilling, you can make it what you want it to be.

Ania Herbut
Head of Sixth Form
Advanced level courses

The King Alfred School offers a wide range of A-Level courses. In our Sixth Form we have over 100 students with a number of students joining from other schools directly into Year 12. The size of the Sixth Form strikes a balance between being large enough to offer a variety of A-level courses whilst retaining the close relationships and individual support that is so valued by students, teachers and parents alike.

The transition from GCSE to A-level requires a different style of teaching and studying. We continue to encourage students to develop the ability to work independently.

We offer the following subjects at A-level:

- Art & Design
- Art History (Critical & Contextual Studies)
- Biology
- Chemistry
- Classical Civilisation
- Computer Science
- Design & Technology
- Economics
- English Literature
- Film Studies
- French
- Geography
- Government & Politics
- History
- Latin
- Mathematics & Further Maths
- Music
- Music Technology
- Philosophy
- Photography
- Physics
- Psychology
- Spanish
- Theatre Studies

BTEC in Performing Arts.

All Year 12 subjects are taught for five 50 minute periods per week. At Year 13, this increases to six periods.

Changes to A-levels, from September 2018

The standard model at KAS is for students to take three A-level subjects with an Extended Project Qualification where appropriate, alongside opportunities for enrichment and community service.

In exceptional cases the A-level programme can be modified to meet the needs of more or less able students.

As a result of A-level reform, there are no longer AS exams at the end of Year 12, these will be replaced by a programme of rigorous internal end of Year 12 examinations.

Pastoral care and academic support

The Sixth Form experience at KAS is designed to provide the most beneficial elements of being at a school with the freedom, rights and responsibilities that are usually only achieved at college level. Our open and trusting environment means that, alongside the hugely successful delivery of a wide range of A-level specifications, we have the added bonus of a comprehensive pastoral care system that is flexible and adaptable to all of our students’ social and emotional needs.

Whilst recognising and meeting the demands for academic success, the non-competitive environment of KAS strives to give Sixth Formers every opportunity to maximise their enjoyment of learning for its own sake. Our extensive enrichment and extra-curricular programmes endeavour to provide an environment that allow students to develop as independent young adults who are confident in their achievements and in the direction they will follow. Hand in hand with this is the outstanding pastoral care that we are able to offer. Each student has a personal tutor who they see every day for am and pm registration and for an everyday mentoring session. The pastoral team of Sixth Form tutors are fully supported by the Head of Sixth Form, Head of Careers, Head of Personal Social and Health Education, Head of Curriculum Support, Head of Library Services, Head of Counselling, Deputy Head (Pastoral) and Head.

In conjunction with subject teachers, Heads of Departments and the Deputy Head make every effort to maximise the potential of every student in our care. Our whole approach encourages critical thinking, independent study, experimentation, exploration and extensive reading. These are precisely the qualities the Cambridge Assessment Study shows that university lecturers and admissions tutors are looking for, and are the qualities that KAS has an excellent reputation for inculcating in its students.

As it is throughout the school, mutual respect continues to be a core value in our Sixth Form. A lack of petty regulations and a respectful informality – typified by the use of first names between students and staff and our non-uniform policy – allow us to remove barriers and create the conditions for a mutually beneficial dialogue. This means that we will listen and respond to student needs wherever possible.

Feedback and ideas from Sixth Formers are actively encouraged and are frequently the drivers of new initiatives and change within the school. Over the last few years this has included the student-led introduction of increased dedicated study areas, a redevelopment and enlargement of the Sixth Form common room space, increased access to the library out of hours and to Art and DT departments for independent study and the development of the Sixth Form sport and fitness programme.
There is also timetabled supervised private study.

**School Six**

Our Sixth Formers are encouraged to involve themselves in the enhancement of the pupil voice. School Six is a democratically elected student body, which oversees the working of the whole school’s student council. School Six members meet on weekly basis, they liaise with form representatives, propose whole-school projects, organise social events and introduce initiatives on how students’ experiences at school can be improved. Democratic elections take place at the beginning of the year.

**Useful contacts – communication in Sixth Form**

Open communication between parents, students and teachers is very important to us at KAS. The more formal channels are outlined in the guidelines below and following them will help us maintain efficient communications.

If you would like to discuss pastoral or academic matters, please make an appointment to meet with your child’s form tutor. If necessary, the relevant Head of Year and Deputy Head will be kept informed of the issues you raise. A list of staff email addresses is on the school website, and in student planners.

If the matter you wish to discuss has wider implications or is connected to school policy, then please arrange to meet with the Deputy Head. Julie, The Bursar, is also able to address matters concerning the school’s general policies.

All staff will listen carefully to any issues raised. In some cases, they may not be immediately able to tell you what they think and/or will do.
In these circumstances they will get back to you later. We all work in a collaborative and consultative way and Robert is kept informed of any issues raised by parents. Therefore could you please only make appointments to see him if you feel that all other routes have been exhausted and you do not feel your concerns have been addressed satisfactorily.

In addition to staff-based channels of communication, parents are able to talk to Council members. Council members can give guidance based on their knowledge of the school. They can raise issues of concern within committee meetings and in Council. The Chair of Council, Annabel Cody, is happy to talk to or meet with parents where necessary.

Here are details on how to contact people. Form tutors email addresses are listed on the school website, and in student planners.

- Rod (Head of Upper School) – 020 8457 5202 (through Pam)
- Robert (Head) – 020 8457 5202 (through Pam, his PA)
- Ania (Head of Sixth Form) – 020 8457 5379
- Julie (Bursar) – 020 8457 5203
- Council members – 020 8457 5200 (email addresses are available on the website)

**School procedures for absence or lateness**

**If you are late for morning registration at 8.55am:** our day begins with registration at 8.55am in form rooms. Registration is a legal requirement and should a student miss it he/she must check in at Reception. If a student is going to be late a parent should call the front desk on 020 8457 5200. However, the student should also sign in at Reception on arrival. Parents will be contacted by the school if a student is absent or regularly late.

**If you are absent due to illness:** parents should call the front desk before 8.45am on 020 8457 5200 or email absence@kingalfred.org.uk, copying the Form Tutor in on each day. Parents may be asked to provide a doctor’s note in some circumstances.

**If you need to leave school during the day for a medical appointment:** please email the Form Tutor with as much notice as possible if your child needs to leave school for an appointment, citing times they will leave and return. The student should sign out at reception when they leave and then back in when they return to school.

**If you are planning an absence in advance:** all requests for any other type of absence should be sent to the Form Tutor, copying the Head of Year with as much notice as possible, ideally at least two weeks in advance. Requests will be considered on an individual basis and we do ask parents to be aware that family holidays should be avoided during term time – permission is not generally given.

**If you are feeling unwell during the school day:** if a student is feeling unwell during the school day they can see Lorraine, the school nurse, whose room is next to the Reception office. Lorraine will then decide whether to phone home for someone to come and collect them. Students should not go to see the school nurse, whose room is next to the Reception office. Lorraine will then decide whether to phone home for someone to come and collect them. Students should not go to see Lorraine before first break.

**Learning support**

The Learning Support department works with students who have special educational needs. The Assistant Head – Personalised Learning is also a qualified SENCO and leads our team of learning support teachers and assistants. We need to be provided with a comprehensive specialist assessment at the time of application.

Support is determined on an individual basis and interventions are reviewed termly. Individual support at this stage of entry is chargeable.

**Enrichment & PSHE**

Our enrichment programme has been designed to enhance the academic curriculum and expose students to a broad range of ideas and activities. Enrichment takes place fortnightly, typically in mixed groups of Year 12 and 13 students. We aim to provide students with opportunities to develop leadership experience, teamwork, adaptability and transferable skills, as well as engaging in critical thinking. Some courses within enrichment can lead to recognised external qualifications.

One component of the programme is the KAS Academic Lecture Series, an inter-disciplinary forum where guest speakers lecture or present on their area of expertise. Students then have the opportunity to participate in a Q&A. Topics in previous years have included Dr Simon Singh on Mathematics in the Simpsons, The Cambridge Institute of Astronomy on comets, Journalist Sam Leith on Rhetoric and Laura Bates of Everyday Sexism. In addition, special classes and workshops will be provided on study skills, health, and well-being throughout the year.

Regular callovers (assemblies) will also provide Sixth Form students with the opportunity to engage with a wide range of issues designed to enhance their understanding of the world around them.

The PSHE programme at KAS is delivered once a week and involves a series of carefully
planned themed blocks, which change every half term. The blocks include: Learning to learn: study skills of an independent A-level student; Addicted to life: all about addictions and how to deal with the demands of modern adolescence; Relationships and sex education: managing intimate and family relationships; Healthy lifestyle: looking after our physical health, through sensible nutrition, exercise and illness awareness; Coping with stress and anxiety through resilience and mindfulness. Other topics include: the world of money, issues in modern society, law and justice, diversity and equality, and many more.

Extra-curricular activities

There are substantial opportunities for A-level students to complement their academic studies through involvement in our extensive range of extra-curricular activities. A selection of those available include art clubs, book clubs, chess, computing, debating, design workshops, dining club, drama productions, football and hockey, History society, film club, fitness training, French, German, Italian, Latin and Maths Clubs, School newspaper group, Jazz choir, Chamber Choir, Barbershop, Orchestra, Wider Reading and the Green Team. KAS students also take part in a wide range of festivals and competitions.

Extension work

In addition to work given by subject teachers, extension opportunities are provided through a variety of events.

These include:

- Termly public debates, e.g. following the English Speaking Union’s School’s Mace format
- Debating competitions in French and Spanish against other schools
- Literary Critical Theory
- Lectures from visiting academics
- Art/Photography workshops given by visiting art professionals
- DT workshops in use of leather, shoe making, jewellery making, etc.
- Master classes in drama and music related fields (e.g. Lesley Garrett workshop for sopranos)
- Mathematics Olympiads and Hans Woyden Cup entries
- Regular coaching by PhD students in specific extension areas and a full programme of support for students wishing to apply for Oxbridge
- Musical groups and performances
- Volunteer opportunities

Games

One lesson each week is dedicated to Games. All Sixth Formers are encouraged to participate and they can choose from a variety of options. There is something for everyone: football, yoga, hockey, netball, basketball or fitness training in our fully equipped gym studio.

Learning outside the classroom

There are a wide range of trips designed to enhance the curriculum and students have many opportunities to visit London’s varied cultural facilities. Last year, these included various plays and musicals, art and photography shows, and visits to galleries, workshops, museums, university degree shows, businesses, book readings and festivals, Biology and Geography students organise residential fieldwork in various parts of the country and trips are organised by the MFL department for intensive use of target languages in France and Spain. Art and Photography students travel every year to a foreign city, which in the past have included Berlin, Barcelona, Venice, Istanbul and Paris. The History/Government and Politics department has led trips to Washington, Cuba and Moscow. The Computing department has taken students to New York to enhance their understanding of technology in the States and our Physics Sixth Formers will benefit from the biannual trip to Cern in Switzerland.

In addition to these, our Sixth Formers are often instrumental in helping us to refine our programme of trips in response to student interests. Recent examples of this have included skiing in the Alps and rowing/sailing trips in a variety of locations, Classical Civilisation trips to Italy and Greece.

The Extended Project qualification

Co-ordinated by EPQ mentors, The Extended Project is a valuable qualification that all Sixth Formers can take to show what they are capable of when given the opportunity. There is no formal teaching and no exams.

Students choose the topic they wish to investigate, and will be entirely responsible for the project content. A tutor is assigned to teach the basic skills required to realise the project. Some skills will be relevant to all projects: time management, research, organisation, but others will be very specific to the project carried out by a student: conducting a survey or completing a risk assessment, for instance. The project, once finished, can be either a 5,000 word written investigation, or a ‘production’ by the student: this could be an artefact, a website, a performance, a novel, the organisation of an event, a blog, directing a play. In that case, a 1,000 word document will complement the project. Students also have to submit a production log which records
planning and progress, including the review meetings with their supervisor.

Finally, students will need to make a verbal presentation of their project in front of an audience.

The project is equivalent to half an A-level and is graded in the same way. The EPQ is invaluable in terms of improving independent learning. Embarking on an EPQ is an excellent way for students to prepare themselves for university style learning. Furthermore, it is highly valued by university admission tutors and could be the means of distinguishing between equally good students when it comes to university applications.

**Upper School library**

A comfortable, welcoming environment, the Library provides a quiet space for students to read, study and research. In the Sixth Form, students are welcome to use the Library throughout the school day whether they want to borrow books for their latest coursework, use our online resources, study, or just curl up with a good read.

Students are encouraged to ask the Librarians for help and advice with resources and research or finding something new to read and, equally, recommendations and requests from the students are very welcome. The Library also hosts a number of events throughout the year which include author visits, poetry reading and competitions and there is an Upper School Book Club, which meets every week, at which students can recommend titles to one another.

**Careers and higher education**

At KAS we have an extremely experienced Higher Education Advisor, Sheila, who helps to prepare our Sixth Formers for life after school. Our aim is to provide a student-centred approach offering students high quality, impartial careers information, education and guidance.

Each student will receive individual advice and support both at the beginning of Year 12 and Year 13 to ensure they have chosen the correct
programme of study that will enable them to realise their aspirations post A-level.

We monitor the needs of all students in order to guide them through the whole higher education process, whether this is UCAS, Art, Drama or Music schools. We also help prepare students for the world of work, should they choose not to follow the path of higher education.

All students in Years 12 and 13 have regular guidance meetings and are encouraged to see their tutor as often as they need to in order to ensure they are well prepared for the next stage of their life.

We run workshops in which Year 12 adopt the role of admissions tutor as the first part of their preparation for writing personal statements. Students and parents are given specific guidance to support them with this. Students are offered the support of their subject teachers, and very specific one-to-one support from tutors to help develop their statement. They are also guided individually through their application process, teaching them how to use the UCAS ‘apply’ programme.

Oxbridge applicants are supported by the Head of Department of their chosen subject, their tutors and deputies.

Post A-level applicants are fully supported and invited to return in the autumn of their Gap year for help with their application.

Parents are kept well informed through various presentations and literature in order to best support their children. They are also welcome to meet with tutors as often as they feel is necessary.

**Resources**

We have a well-stocked and up-to-date careers library. We run sessions in small groups to help familiarise students with the careers library and the variety of resources that are available to them. This includes books about particular jobs, prospectuses containing information about different courses and computer programmes. We provide impartial resources, reflecting the different needs, varying abilities and aspirations of our students.

**Support from the wider KAS community**

The parent body and Old Alfredians play a very important part in the programme.

We collect information on the occupations of our parent body and use them to help with careers where relevant. Parents often come in to present master classes in their specific field and support us in the Careers Fair, and Old Alfredians are frequently invited to share their experiences and support students.

All Year 13 undergo an interview in a subject of their choice to be conducted by professionals in their field – Year 12 act as observers and offer positive and negative feedback.

We also use our contacts to arrange subject specific interviews for Oxbridge applicants. We also offer students practice interview training.
Support from outside agencies

We continue to establish and maintain links with outside agencies, to ensure that students have access to impartial information.

We have presentations from GAP organisations on the opportunities for students during a GAP year as well as talks on GAP safety.

A representative from the Push Organisation delivers an introductory talk to all Year 12 on the important factors to consider when applying to higher education as well as the minefield of student finance.

All Year 12 visit the UCAS HE Fair and we aim to take Year 12 to one university open day once they have finished their AS exams.

Work experience

We help students to arrange a work placement in Year 12, reflecting their vocational and curricular interests. The placements are monitored by visits and the experience is evaluated both by the employer and student.

We assist students to develop CVs and write letters of application to help them secure a placement.

For certain students we plan to offer the opportunity of extended work experience during the course of the school year in order to enable them to secure a job once leaving KAS, if that is their wish.

The programme aims to encourage students to analyse their strengths and weaknesses with the aim of developing greater self-awareness, in preparation for making informed choices for their future. We work closely with each student in conjunction with their teachers, tutors and parents to enable them to manage their own lifelong learning and career development.

Applications from external students

Admissions policy and practice

In general, students are required to achieve at least five GCSE passes of grade B or above for entry into our A-level courses. The specific GCSE requirements for entry into particular curriculum areas can be found listed by subject later in this booklet.

Students already at KAS will have a series of interviews with staff in school and do not need to make a specific application to join Year 12. We offer on-going advice and guidance throughout the year and parents are invited to make an appointment to meet with the Higher Education Advisor, Head of Sixth Form and/or Rod Jackson, Head of Upper School.

External applicants

External applicants are asked to complete the registration and options forms. In addition, we need to receive a copy of the last school report, predicted GCSE results, GCSE mock results and, if applicable, copies of any Educational Psychological Reports that might have been completed. Students are invited to submit a letter outlining their reasons for applying to KAS and their expectations and aspirations. This letter can also include any additional information in support of the application. References and predicted GCSE grades will be requested from the applicant’s current school.

Once we have received the required documentation, successful applicants are invited to attend an interview day, which will involve interviews with relevant Heads of Departments, written assignments and meetings with our students. We require applicants to bring samples of school work with them, for example a portfolio of art work or marked essays. Successful applicants are invited to meet with senior staff, during which there will be the opportunity to ask questions.

Please see our website for information about the application deadline and interview dates.

Sixth Form Bursary scheme

A small number of bursaries are available for prospective Year 12 students who would be unable to come to KAS or to remain here without financial assistance.

If you would like more information about this scheme please contact Julie Saunders, The Bursar, on 020 8457 5203 or e-mail julies@kingalfred.org.uk
ART & DESIGN

Art & Design at A-level will build on the experiences of students at GCSE. Projects will be broadly theme-based with students encouraged to build up research across a range of ideas and disciplines. Increasing independence, initiative and ambition will be features of working at this level, as will a developing engagement with issues around the practice and theories of contemporary art and design. Students will gain experience of the following in each year:

- Developing a body of independent imaginative work
- Group and individual work to long and short briefs
- Life drawing and experimental approaches to drawing
- Art workshops, gallery visits to commercial and public collections
- Practical-based work in a range of materials
- Bi-annual Year 12/13 art trip (we have been to Berlin, Venice, Barcelona, Madrid and Andalucia recently)
- Mounting and hanging their own exhibitions
- Working with teachers trained in different disciplines
- Managing permanent studio space in Year 13

**Unit 1 Portfolio (30%) - Year 1**
The portfolio is an exploratory investigation in which students build a diverse and substantial folder of work. Work is based around 2 themes and the focus is on investigation skills and experimentation rather than resolved outcomes. Students will develop their own ideas through sketchbook exploration, and study the working practices and contexts of a range of related artists, designers and creative practitioners. They will be encouraged to be independent, inventive and bold, and to visit exhibitions to inform their work.

**Unit 2 Critical & Contextual Study (30%) - Year 2**
The critical and contextual study is a written essay of 3,000-3,500 words with relevant illustrations. The focus is an aspect of the visual arts of interest to the candidate.

The title and subject of the critical and contextual study is expected to evolve through ideas generated by candidates during either the first or second year of the course. With guidance from the teacher, candidates develop their own focus and title for their individual study. Visits to exhibitions and museums will help students to narrow their focus.

**Unit 3 Project (40%) - Year 2**
The project involves development of a sustained piece of studio practice culminating into a fully resolved piece or body of work. The ‘starting point’ for the Project is set by the Cambridge exam board and is given to students at the end of the first year. Students are encouraged to investigate and explore mediums and processes that inspire them, and to build a body of informed work that culminates in ambitious and individual resolutions. Project work will be exhibited at the end of the course.

**Entry requirements**
B Grade at GCSE in an Art related course.
ART HISTORY (CRITICAL & CONTEXTUAL STUDIES)

This course is an endorsement of the Art & Design A-level suite and focuses on looking at and understanding art work throughout the history of art and design. It takes a partly analytical and academic approach, and partly practical approach, investigating and exploring context and meaning within others’ art and design work. Students start with the theme of ‘The human figure’, looking at a range of approaches to the representation of the human form across history and cultures. They will investigate how and why representations have changed. A broad range of approaches to art criticism and response will be explored, from the creative to the formal:

- Research will take the form of sketchbook-based enquiry, balancing written and visual materials
- Formal and visual analysis (photos drawings, transcriptions) of 20 chosen works exploring connections across cultures and centuries
- Exhibition reviews, interviews, powerpoints, newspaper reports, two 1,000 word essays
- Debates, talks, visits to galleries and exploration of recording from first-hand sources

Unit 1 The Personal investigation (60%) - Year 1
Students build a portfolio of investigatory work which explores the context in which art, design and architecture is made, the cultural pressures and influences which shape it and in which it exists. The portfolio will explore ideas around chosen themes, such as the human figure in art, representations of women in art, architecture and the built environment.

Students will develop skills in extended written analysis accompanied by relevant visual research; collection and refinement of research; comparative analysis in the differentiation between styles, genres, subject matter and historical cultures; and understanding practical techniques and materials and how they affect meaning.

Unit 2 The External Assignment (40%) - Year 2
This is a timed project over 6-8 weeks in which students respond to one of a number of starting points set by the board, and make a personal investigation. Students will build an understanding of relevant technologies, materials, processes and resources; continuity and change in different genres, styles and traditions; how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts; how images and artefacts relate to the time and place in which they were made and to their social and cultural context.

Outcomes can be the form of an illustrated essay, a curated exhibition, a series of practical responses, or architectural models, so long as they show a sufficient degree of research, understanding and analysis.

Entry requirements
Students may have studied Art at GCSE, but this is by no means an obligation. On this course there are opportunities for both the more academic student and the more practical art-based student.

Grade B in English, Art/History/Photography.

BIOLOGY

This course has been designed to engage and inspire students by showing how an understanding of many contemporary issues requires a grasp of fundamental biological ideas.

The A-level course in the first year of Sixth Form contains a well-balanced spread of topics including blood circulation and the heart, DNA and protein synthesis, enzymes, cell biology, evolution and biodiversity. Associated medical issues such as cardiovascular disease and cystic fibrosis are also explored. A-level topics include forensic science, ecology, microorganisms, sport science, biochemistry, the nervous system and an introduction to how the brain works. The body’s response to infection is studied and the diseases which can result when the immune system fails to cope are investigated.

There is no coursework component within the course, however, students complete a series of core practicals that will be examined in their written exams.

The Biology Department is well resourced with up-to-date equipment such as a polymerase chain reaction thermocycler and gel electrophoresis.

Course: Edexcel A-level Biology A (Salters-Nuffield)

Year 1
- Paper 1: Lifestyle, Health and Risk and Genes and Health (25% of A-level)
- Paper 2: Voice of the Genome and Biodiversity and natural resources (25% of A-level)

Year 2
- Paper 1: On the Wild Side and Immunity, Infection and Forensics (33.3% of the total A-level)
- Paper 2: Run for your Life and Grey Matter (33.3% of the total A-level)
- Paper 3: Synoptic paper with pre-release article (33.3% of the total A-level)

Entry requirements
Grade AA in Double Science or grade A in GCSE Biology. Grade B in GCSE English Language and Mathematics.
CHEMISTRY

A-level Chemistry trains the mind to think clearly and rationally about any problem, not merely a science problem. Logic, objectivity and fairness are also qualities highly regarded by academics and employers alike; indeed Chemistry almost seems to be designed with these qualities in mind.

In recent years Chemistry has been a popular choice at A-level and the modular course has proved attractive to Sixth Formers as well as delivering very good results. Looking ahead to higher education, a Chemistry A-level is recommended for courses such as Environmental Science and Engineering, as well as the more obvious Chemistry, Biochemistry and related subjects. If there is any likelihood of studying Medicine, Dentistry or Veterinary Science in the future, it is essential that Chemistry is chosen as an A-level as it is a required subject for these courses. The course is not modular and all the material covered will be examined at the end of the two year course.

Year 1

Paper 1 – Core Inorganic and Physical Chemistry
80 marks 50% weighting 1 hour 30 minutes
- Atomic Structure and the Periodic Table
- Bonding and Structure
- Redox
- Inorganic Chemistry and the Periodic Table
- Formulae, Equations and Amounts of Substance

Paper 2 – Core Organic and Physical Chemistry
80 marks 50% weighting 1 hour 30 minutes
- Bonding and Structure
- Formulae, Equations and Amounts of Substance
- Organic Chemistry
- Modern Analytical Techniques
- Energetics
- Kinetics
- Equilibrium

Year 2

Paper 1 – Advanced Inorganic and Physical Chemistry
90 marks 30% weighting 1 hour 45 minutes
- Atomic Structure and the Periodic Table
- Bonding and Structure
- Redox
- Inorganic Chemistry and the Periodic Table
- Formulae, Equations and Amounts of Substance
- Energetics
- Equilibrium
- Acid-base Equilibria
- • Transition Metals

Paper 2 – Advanced Organic and Physical Chemistry
90 marks 30% weighting 1 hour 45 minutes
- Bonding and Structure
- Redox
- Formulae, Equations and Amounts of Substance
- Organic Chemistry
- Modern Analytical Techniques
- Kinetics I

Paper 3 – General and Practical Principles in Chemistry
120 marks 40% weighting 2 hours 30 minutes
- All topics across the full A-level specification.
- Half of the paper will focus on testing students’ knowledge and understanding of practical skills and techniques.

Entry requirements

Grade AA in Double Award GCSE, or A in GCSE Chemistry. Grade B in both GCSE Mathematics and English Language.
CLASSICAL CIVILISATION

A knowledge of the civilisations of Greece and Rome is fundamental to an understanding of our own. The new A-level syllabus offers an integrated study of literature, art, history, culture and philosophy in the ancient Mediterranean world. No previous knowledge of the subject is needed at all, although if you already have GCSE Classical Civilisation you will enjoy deepening and broadening your understanding.

A typical lesson will involve reading or studying a primary source (an extract of literature or an image of Greek sculpture, for example), followed by a teacher-led discussion. Often we will turn the spotlight back from the ancient world and onto our own world to reassess the nature of our modern societies and values. We will visit the British Museum as part of our studies and hope to venture further afield as well. In 2017, the KAS Classics Department (responsible for both Classical Civilisation and Latin) organised our first ever trip abroad – students from year 8 upwards visited the Amalfi Coast and Bay of Naples, including Pompeii and Vesuvius itself, before travelling north to Hardian’s villa at Toivoli and then to Rome and its ancient port of Ostia. It was a truly memorable trip – we hope the first of many!

An A-level in Classical Civilisation provides an excellent basis for a range of degrees from Art to Philosophy. The subject can also be continued at university on its own or in combination with others. A Classics degree will require the study of Latin and/or ancient Greek, but the languages are not an entry requirement in most cases; Classical Civilisation degrees do not require language study; there are also options such as Ancient & Modern History, Archaeology & Anthropology, Classics & English, Classics & Oriental Studies and Classics and Modern Languages. Well-known public figures who have found the study of Classics a valuable training before going to high achievement in other fields include: JK Rowling (best-selling author of the Harry Potter series), Tom Hiddleston (Actor), Susan Greenfield (who presented the series Brainstory on BBC2), Sir Anthony Cleaver (ex-Chairman of IBM, Head of UK Atomic Energy Authority) and Sir Jeremy Morse (ex-Chairman, Lloyds Bank).

At the end of two years you will sit three papers and exam questions test a balanced combination of factual knowledge and evaluative skills, both historical and literary.

Paper 1 – The World of the Hero

This is a compulsory paper consisting of an in-depth study of either Homer’s Iliad or Homer’s Odyssey and Virgil’s Aeneid. These Epic poems are studied in translation.

Paper 2 – Culture and the Arts

You will study one of the following options: Greek Theatre; Imperial Image; Invention of the Barbarian; Greek Art.

All of these topics involve the study of visual and material culture and all but Greek Art include the study of literature in translation.

Paper 3 – Beliefs & Ideas

You will study one of the following options: Greek Religion; Love and Relationships; Politics and the Late Republic; Democracy and the Athenians.

These topics involve the study of an area of classical thought, in combination with the study of literature in translation or visual/material culture.

Entry requirements

Grade B or equivalent in English or History at GCSE
A Level Computer Science introduces students to a practical and relevant approach to the changing world of Computing. Combined with academic principles, the course is intensely creative combining invention, innovation and excitement enabling learners to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation.
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so.
- The capacity to think creatively, innovatively, analytically, logically and critically.
- The capacity to see relationships between different aspects of computer science.
- Mathematical skills.
- The ability to articulate (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

In addition to lessons, students will be required to work independently in order to understand the theory material for the two 40% examinations which they will complete in Year 13. Students will also be expected to develop an understanding of programming in order to prepare for the non-examination programming coursework unit which is worth 20% of the final grade. Skills will also be developed in solving problems, designing systems and understand the power and limits of human and machine intelligence, preparing them to go on to study Computer Science at a higher level.

The course covers the following areas:

**Component 01 – Computer Systems**

(Written paper, 140 marks, 40% of the total A level)

1.1 Characteristics of contemporary processors, input, output and storage devices
1.2 Software and software development
1.3 Exchanging data
1.4 Data types, data structures and algorithms
1.5 Legal, moral, cultural and ethical issues

**Component 02 – Elements of computational thinking**

(Written paper, 140 marks, 40% of the total A level)

2.1 Elements of computational thinking
2.2 Problem solving and programming
2.3 Algorithms

**Component 03 or 04 – Programming Project**

(Non-exam assessment, 70 marks, 20% of the total A level)

3.1 Analysis of the problem
3.2 Design of the solution
3.3 Developing the solution
3.4 Evaluation

**Entry requirements**

In line with KAS A-level entry requirements.
ECONOMICS

Economics looks at the question of how to allocate resources optimally both from an individual’s point of view (Microeconomics) and also from the perspective of society as a whole (Macroeconomics). At its root lie moral questions about how we want to live our lives both as individuals and as a social unit. Based upon a number of assumptions on these issues Economics builds a conceptual structure that allows us to explain how resources are allocated in the world today. Once you understand this conceptual structure you can then use it as a framework to assess the limitations of how society works and explore ways to improve it.

Economics is not all about money! The study of economics helps you to understand various aspects of finance but Economics is primarily about choice, scarcity, opportunity and the impact of decision making on our lives. Economics offers a way of thinking about the world that enables us to make the best of what we have both as individuals and as society as a whole.

In order to be able to enjoy studying Economics you need to be able to construct logical arguments from many different perspectives. Whilst the Maths component of the specification is not onerous you will need to be fluent with interpreting data in graphical form and with the concepts of ratio, percentage and index numbers. Classroom discussions will be based on a wider reading list that you will need to go through independently.

This is a challenging two-year linear course that is examined synoptically at the end. It gives you the opportunity to gain a deeper understanding of the subject whilst developing your study skills to prepare you for university life. Consequently it has a higher UCAS tariff than the modular A-level courses that are currently offered by the various exam boards.

The 2 year linear course has 3 papers, equally weighted in terms of marks.

- Paper 1: Micro – data response (40) and essay (40)
- Paper 2: Macro – data response (40) and essay (40)
- Paper 3: Micro & Macro – multiple choice (30) and case study (50)

Entry requirements

A or B grades at GCSE in Maths and English/History.

DESIGN & TECHNOLOGY

A course in Design & Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems. They design and make products in a wide range of contexts relating to their personal interests. This can include fashion, architecture and product design.

This A-level course is intended to be of interest to candidates with different aptitudes, including those intending to go straight on to a higher education course or a career in design or associated areas. There are organised trips to various places of interest such as design centres, conferences and exhibitions.

The department has two workshops and two design studios. All are extremely well equipped. Next to the department is a barn housing a blacksmith’s forge and a large deck area used for project work.

Materials are provided but students will need to buy their own drawing equipment and textbooks.

Specification

- **Designing:** Designing and innovation; Product Analysis; Human Responsibility; and Public Interaction.
- **Making:** Materials and components; Industrial and commercial practice; Process; and Production systems and control.

Assessment

**Year 1**

- DTI 20% 2 hours – Product Design Examination Paper.
- DT2 30% (approximately 60 hours) – Design and Make Task.

**Year 2**

- DT3 20% 2½ hours – written paper.
- DT4 30% (approximately 60 hours) – major project.

The design process can involve a wide range of skills and will suit students good at managing complexity. The basic skills needed include ICT, CAD, sketching, modeling and researching, all of which are developed on the course. Students will also need to be familiar with workshop practice and have a basic grounding in the use of tools and machines.

Entry requirements

Ideally, students will have done DT at GCSE but students who have only done Art will also be considered.
“Throughout my time in the Sixth Form at the King Alfred School, my love for English has only been intensified by the most incredibly inspiring teachers. I feel that instead of being groomed to be a student who can just write exams, I have been led on a path to discover and understand literature. This is something that I can take with me through university and the rest of my life”.

The idea that reading for pleasure is one of the keenest enjoyments in life is central to our teaching. We believe that creating an atmosphere in which reading is a joy allows students to develop in confidence as thinkers about literature, rather than simply consumers. Our classes are discursive and we encourage both lively debate and self-reflection.

From September 2016 we are introducing the new OCR A-level qualification, which allows learners to:

- Read widely and independently, both set texts and others that they have selected for themselves
- Engage critically and creatively with a substantial body of texts and ways of responding to them
- Develop and effectively apply their knowledge of literary analysis and evaluation in writing
- Explore the contexts of the texts they are reading and others’ interpretations.

**Assessment**

**Component 1 – Drama and Poetry pre-1900**

- 40% of A2 Level
- Written exam paper of 2 hours 30 minutes
- Closed text
- Three texts are studied

Text choices include:

- Shakespeare
  - Coriolanus
  - Hamlet
  - Measure for Measure
  - Richard III
  - The Tempest
  - Twelfth Night

- Drama
  - Edward II – Marlowe
  - The Duchess of Malfi – Webster
  - She Stoops to Conquer – Goldsmith
  - A Doll’s House – Ibsen
  - An Ideal Husband - Wilde

- Poetry
  - The Merchant’s Prologue and Tale – Chaucer
  - Paradise Lost Books 9 & 10 – Milton
  - Selected Poems – Coleridge
  - Maud – Tennyson
  - Selected Poems – Christina Rossetti

**Component 2 – Comparative and Contextual Study**

- 40% of Year 2
- Written exam paper of 2 hours 30 minutes
- Closed text
- Learners choose one topic area and study two whole texts: American Literature 1880–1940; The Gothic; Dystopia; Women in Literature; and The Immigrant Experience are the choices.

Text choices include:

- American Literature 1880-1940
  - The Great Gatsby – Fitzgerald
  - The Grapes of Wrath – Steinbeck
  - The Age of Innocence – Wharton

- The Gothic
  - Dracula – Stoker
  - The Bloody Chamber and Other Stories – Carter
  - Frankenstein - Shelley

- Dystopia
  - The Handmaid’s Tale – Atwood
  - 1984 – Orwell
  - Brave New World - Huxley

- Women in Literature
  - Sense and Sensibility – Austen
  - Mrs Dalloway – Woolf
  - The Bell Jar – Plath

- The Immigrant Experience
  - The Reluctant Fundamentalist – Hamid
  - Call It Sleep – Roth
  - Brick Lane – Ali

**Component 3 – Literature post-1900**

- 20% of Year 2
- Coursework (3,000 words)
- Two tasks with a choice of close reading critical analysis OR re-creative writing with commentary AND a comparative essay

**Entry requirements**

Grade B in GCSE English Literature and GCSE English Language. An enthusiasm for reading and a curiosity about the world are essential.
**FRENCH**

French is not just an A-level – it is a skill for life!

After the initial transition period based on consolidating verb tenses and major GCSE grammar points, we start teaching topics from the General Topic Areas prescribed by the exam board. Though this textbook is our reference, we also select a variety of high quality current resources from a selection of sources: Au Point, Authentik (a collection of articles and recorded news items), Thématique, TV5, etc.

Individual research and guided independent learning, such as watching French news, reading in French (magazines, books, etc) are also encouraged as they constitute an essential aspect of modules 2, 3 and 4.

Films from European directors, works of literature, and works of art are often used as a basis for teaching. As immersion has an invaluable impact on a student’s language learning, emphasis will be put on trips and study visits; we currently run a language trip to Nice where students stay with French families and attend school during the day. This will enhance linguistic learning as well as cultural awareness. The King Alfred School MFL department is a member of ISMLA (Independent Schools Modern Languages Association) and joins in the nationwide annual debating competition in French. Fortnightly mini debating competitions take place in school in order to prepare (and enthuse!) candidates.

**Entry requirements**

An A grade in French is preferable and all modules for GCSE must have been taken at higher level.

---

**FILM STUDIES**

The new, linear Film Studies A-level course involves the detailed analysis of the forms and conventions of film. It combines practical production in conjunction with written theoretical examinations. Technical skills that are also required will be taught at the beginning of Year 12, including the use of digital DSLRs and Final Cut Pro X. The new A Level requirements mean that written examinations now account for 70% of the overall qualification, so students must possess very good analytical and literacy skills.

Students are encouraged to watch and analyse all forms of film - including British independent films, short films, European films, documentary and Hollywood blockbusters - to gain a thorough understanding of film conventions. Students develop their own understanding of the film industry through independent study, and will also take part in workshops and screenings at the British Film Institute and London cinemas. Students develop their own practical skills to the point at which they are able to make independent decisions about research and planning, production and post production. The final exams assess the different units over the 2-year course.

**Year 1**

- **Studying Film** – exploring film history through micro-elements, such as cinematography, editing and sound. Film choices include Citizen Kane, Vertigo and 2001: A Space Odyssey.
- **Contemporary US and UK film industries** – looking at film as text, covering elements of narrative, genre and representation, and a choice of films from Star Wars: The Force Awakens to Ex-Machina and Skyfall.
- **Practical** - short filmmaking - students make either a 4-5 minute short film from script to screen, or a ten-page screenplay with photographed plans and storyboards. Students watch a selection of eight short films, which will hopefully inspire them in terms of camera, mise en scene, narrative and representation. All practical work is produced individually by each student, though they are encouraged to put together a crew for each shoot.

**Year 2**

- **European Cinema** – part of the Film History examination, this unit explores the experimental nature of film, from Nosferatu and The Cabinet of Dr. Caligari to A Bout de Souffle.
- **Documentary Film** – filmmaking, theory and critical debates on naturalism and narrative. Films include Searching for Sugarman and Man on Wire.
- **Ideology across three films** – a theme-based unit, which these films and explores them from an ideas-based perspective. For example, themes of family and home will be explored across Moonrise Kingdom, A Separation and Room.

**Entry requirements**

B grade in English and a B grade in at least one other art or humanities subject.
**GEOGRAPHY**

By focusing on the major global issues likely to dominate our future sustainable use of the planet, Geography encourages students to think about their own place in the world; their values, their rights and their responsibilities. It encourages them to find out more about the places that they are connected to or interested in. Geography appeals to those with enquiring minds who are interested in a wide range of issues and would like to keep breadth as well as depth in their A-level programme.

The study of Geography also develops many transferable skills that form the basis of life-long learning. Geographers are independent thinkers who are able to critically analyse and respond to issues, data or ideas they are presented with in a systematic and informed way. These skills prepare students well for university and make them highly desirable employees in whatever field they choose to pursue. Geography graduates can be found in every area of the economy; from the arts through charity work to the Civil Service and the City.

The new OCR A’ Level course will run over 2 years and be examined in 3 exams at the end of Year 13; in addition to one piece of coursework as detailed below.

**Entry requirements**

Grade B or above at Geography GCSE.

<table>
<thead>
<tr>
<th>Topic</th>
<th>% of A-level &amp; assessment detail</th>
<th>Examples of content studied /skills developed</th>
</tr>
</thead>
</table>
| **PHYSICAL SYSTEMS**              | 22% 66 marks 1 hour 30 minute written paper | • How are coastal landforms developed? (case studies of UK and global coastlines).  
• How do coastal landforms evolve as climate changes? (sea-level rise – future challenges).  
• How do humans change coastal landscapes? (economic development in coastal areas, coastal management).  
• Water & carbon cycles in the Tropical Rainforest & the Arctic Tundra. |
| **HUMAN INTERACTIONS**            | 22% 66 marks 1 hour 30 minute written paper | • How places are represented in the media?  
• How place identities are created?  
• Comparing contrasting places.  
• Inequalities between places.  
• Global changes in migration in the C21st.  
• Defining nations, states & sovereignty.  
• Exploring global governance & conflict, including the role of the UN. |
| **GEOGRAPHICAL DEBATES**          | 36% 108 marks 2 hours 30 minutes written paper | E.G. EXPLORING OCEANS – ocean resources, physical geography e.g. volume, relief, currents of the world’s major oceans, oil spills, plastic pollution, acidification of oceans and impacts on coral reefs, case study of the impacts of climate change & sea-level rise in the Arctic, C21st piracy, geo-politics of oceans, case study of one island community. |
| **INDEPENDENT INVESTIGATION**     | 20% 60 marks Non-Examined Assessment (Coursework) | 3000-4000 word report. With guidance from their teachers, students will:  
• develop their own questions to investigate,  
• design and implement a fieldwork plan,  
• collect primary & secondary data,  
• present this data using a wide variety of maps, graphs and other appropriate techniques,  
• analyse their findings, use statistics,  
• draw conclusions  
• evaluate the success of their work and the sources/techniques they have selected. |
GOVERNMENT & POLITICS

Government & Politics is a fascinating and constantly changing subject that challenges students’ ideas about how democracy works. By studying this subject at A-level, students will learn about how government is organised in the UK and USA in theory and how politics actually works in practice. Students are asked to cast a critical eye over what they learn to form arguments for and against reform.

Skills in research are crucial and students are required to engage in independent study. They are encouraged to challenge their own beliefs and to develop skills of empathy and persuasive argument as well as a sense that arguments must be balanced before conclusions are made. Students learn how to approach short structured questions, how to study stimulus material and how to structure essays.

We expect students to develop an extensive knowledge of current affairs and to build up real examples that they can apply to understanding their own lives and to relate to issues in other subjects. The subject would suit anyone with an interest in current affairs who is keen to learn more. Students need to be prepared to stay up-to-date using newspapers, magazines and documentaries and to be prepared to discuss politics and to listen and try to understand others’ views.

Year 1

Two exams: one structured question and one stimulus-based.

- Unit 1: People and Politics: Party policies and ideas; Democracy and political participation; Elections; and Pressure groups.
- Unit 2: Governing the UK: The constitution; Parliament; Prime Minister and Cabinet; Judges and civil liberties, eg should the House of Lords be elected?

Year 2

Two exams: short answer questions and essays.

- Unit 3: Representative Processes in the USA racial and ethnic politics: Elections and voting; Political parties; and Pressure groups, eg to what extent does racism continue to be an issue in US politics?
- Unit 4: Governing the USA: The Constitution; Congress; Presidency; and Supreme Court, eg are Supreme Court justices ‘politicians in disguise’? Why is it difficult to enact gun control?

Entry requirements

Grade B in GCSE English.

HISTORY

This is an exciting and relevant History course that gives students the chance to explore wideranging topics and key themes that span the 17th, 19th and 20th centuries, and provides an excellent bridge between GCSE and university.

The theme of revolution in Europe runs through two of the modules, with the challenges of Civil War, Restoration and Glorious Revolution in Britain and the Revolution in Russia. Alongside this course students study a wide ranging look at Civil Rights and race relations in the USA from the end of the Civil War up to the election of Obama.

We are very supportive in encouraging all our students to achieve their best work. There is a strong focus on essay writing and document analysis and we place a high emphasis on class discussion and wider reading. Coursework in particular will help develop students’ research and independent study skills.

- Unit 1: Britain, 1625-1701: Conflict, Resolution and Settlement.
- Unit 2: Russia in revolution, 1894-1924.
- Unit 3: Civil rights and race relations in the USA, 1850-2009.
- Unit 4: Coursework on interpretations of the Civil Rights movement.

Assessment

- Year 12 Unit 1 (30%) – Two essays and one source-based interpretation question.
- Year 12 Unit 2 (20%) – One source based question and one essay.
- Year 13 Unit 3 (30%) – Two essays and one source based question.
- Year 13 Unit 4 (20%) – A single coursework assignment on a question set by the school.

Entry requirements

Grade B in History or English GCSE.
The King Alfred School | Out of the heart springs life

LATIN

Every time you get a bus or spot an ambulance or pram, use a credit card or debit card or follow somebody’s example, see the doctor etc you are using Latin. It’s there in everyday language: far from dead, it’s very much alive.

Latin was the language of one of the world’s most extensive, powerful and long-lasting empires. After the fall of the Roman Empire it became the language of learning and of the Christian Church, used in the corridors of power and as the language of faith for centuries. It also changed, gradually becoming the modern Romance languages we are so familiar with today: Italian, Spanish, French, Portuguese and Romanian. Through these languages it influenced English. People who study Latin find it helps with their English grammar, vocabulary and spelling; it gives an insight into modern languages; it helps with scientific terminology and stretches the mind with puzzles and poetry.

Above all, it gets you to the heart of the Roman and medieval mind. With Latin, you can read ancient and medieval literature in their original. Latin A-level enables you to study the language to a high level and to read some of the world’s greatest literature in the language in which it was written.

At the end of the second year of study there will be three papers.

Paper 1 – Language

Most of the marks on this paper are for Unseen Translation from Latin. To prepare, you will study a variety of authors prose literature and the set author for verse, who is currently Ovid. In addition there is a choice of either a Comprehension passage in Latin with questions in English, or of Prose Composition – i.e. sentences to be translated from English into Latin.

Paper 2 – Latin Prose

You will study two set texts in depth, and will read some other work in translation to help with contextualisation. Questions will include translation, comprehension, and analysis. The texts currently available are extracts from Cicero’s famous speech the Pro Milone and from Tacitus’ Annals and some of Seneca’s Letters.

Paper 2 – Latin Verse

You will study two set texts in depth, and will read some other work in translation to help with contextualisation. Questions will include translation, comprehension, and analysis. Texts currently available are extracts from Virgil’s Aeneid and from Ovid’s Heroides, and selections of poems by Ovid, Propertius and Tibullus.

Entry requirements

Minimum Grade B or equivalent in Latin GCSE.

MATHEMATICS

A difficult subject and commands considerable prestige amongst prospective employers as well as universities. It can help with the study of other subjects (notably Physics, Chemistry, Biology and Geography) but is rewarding and enjoyable in its own right and is a good choice with virtually any combination of subjects taken at A-level. It requires consistent hard work, considerable commitment and a high level of algebraic and numerical skills. Homework of at least three hours per week will be expected. Students need a high level of persistence in solving problems.

Year 1

- Pure Mathematics, Statistics & Mechanics (the AS Edexcel course)

Year 2

- Pure Mathematics, Statistics & Mechanics (the A2 Edexcel course)

FURTHER MATHEMATICS

Further Mathematics can be offered to suitable candidates as a second, much harder, mathematics qualification. Your suitability needs to be discussed with members of the mathematics department. There is some flexibility in which units can be studied and this would be determined by the needs of the individuals within the group.

Year 1

- Core Pure Mathematics 1 & Decision Mathematics 1.

Year 2

- Core Pure Mathematics 2 and Further Statistics 1.

All modules are assessed by written examinations of duration 1 hour 30 minutes and each carries the same weight in the overall grading.

Entry requirements

Grade A or higher at GCSE is required.
MUSIC

Students are required to take part in departmentally organised groups and ensembles where appropriate. The concert programme allows for a wide range of musical styles with traditional Christmas and summer concerts as well as the hugely popular Unplugged and Axemonsters gigs, and informal and soloist concerts. Each year the Music Department stages a musical production. Past performances include Grease, Guys and Dolls, Into the Woods, Sweeney Todd, Anything Goes and Chicago.

Regular trips to a variety of concerts take place which are relevant to the course.

Component 1: Appraising Music 40% (exam paper with listening and written questions using excerpts of music)

The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. Genres studied are:

- Western classical tradition 1650–1910 (compulsory) focusing on the Baroque solo concerto and the operas of Mozart; Music for theatre; Jazz

Component 2: Performance 35% (externally assessed coursework)

- A recital featuring a selection from solo, ensemble and music technology performances.

Component 3: Composition 25% (externally assessed coursework)

- Students must learn how to develop musical ideas and compose music that is musically convincing through two compositions. Composition 1: Composition to an externally set brief • Composition 2: Free composition

Entry requirements

Grade A or above in GCSE Music. The course involves the reading and understanding of scores using a variety of notation practices. Grade V Theory at Merit or Distinction, therefore, is an absolute requirement. Grade VI standard or higher on one or more instruments or voice.

MUSIC TECHNOLOGY

Music Technology is an exciting subject centred around contemporary music. Students will learn how to sequence, produce, record and mix using a range of hardware and software.

Ex students have gone on to study the subject further at degree level and work within the Music Industry.

We have a recording studio with a range of high quality equipment that includes:

- Neumann TLM-107 condenser microphones X2
- Neumann KM-184 small diaphragm condenser mics X2
- Shure SM58 - X4
- Shure SM57 - X1
- Senheiser drum microphone kit
- Beyer dynamic microphones
- Neve 1073 high-end mic pre with EQ
- Toft Audio stereo compressor
- Soundcraft Ghost LE 24 track analogue mixing console
- JBL 4326p Active monitors
- Apple iMac workstations running the latest version of Logic ProX

Music skills are essential and experience at the piano is highly recommended. No prior knowledge of recording or sequencing is needed, but any experience is an advantage. Most importantly, a willingness to embrace all styles of music is expected. Students are required to take part in departmentally organised co-curricular groups. Trips to professional recording studios and concerts are organised.

Music Technology allows students to progress to degree level and gives a wide range of career prospects within the music industry including producing, engineering and composing.

There are three areas of study:

- Recording and production techniques for both corrective and creative purposes
- Principles of sound and audio technology
- The development of recording and production technology

Entry requirements

GCSE Music – grade B or above. Grade 3 Theory. Grade 4 or equivalent standard at one instrument or voice. The ability to play the piano to a basic level is essential.
BTEC PERFORMING ARTS

This exciting vocational course is delivered through practical sessions, performance and production based unit. Students will experience and develop a wide range of performance techniques allowing them to experiment with all aspects of acting as well as build a range of critical skills in order to guide their own practice. The course is both rigorous and challenging ensuring that students are prepared for a career in the Performing Arts Industry.

Units offered

There are 6 mandatory units that have to be studied over the two years. Performance Workshop, Performing Arts Business, The Historical Context of Performance, Rehearsing for Performance, Performing to an Audience and Principles of Acting. The rest of the course will be made up of a selection of units which could include Musical Theatre Performance, Contemporary Theatre Performance, Classical Theatre Performance, Developing Physical Theatre, Auditions for Actors and many more.

Assessment

The practical assessments are generally carried out through projects based on real industry scenarios. Units will be assessed through an on-going process throughout the 2 years so that students are fully aware of their own achievements and targets.

A final project will take the form of a major production.

The course is graded; Distinction, Merit, Pass. The final grade is equivalent to 3 x A-levels.

There will be appropriate enrichment activities, Masterclasses, Workshops and Outings organised throughout the 2 years to enhance student learning.

Career opportunities/further opportunities

The BTEC is a nationally recognised qualification which students can use to progress to university and Drama Schools for example RADA, LAMDA and Guildhall.

Job opportunities in this area do not just mean acting, dancing or singing. Others include musician, music producer, composer, arranger, studio technician, actor, director, playwright, stage manager, lighting designer, lighting technician, make-up artist, dancer, choreographer, arts journalist, movement therapist are just some of the thousands of job roles in the industry.

Entry requirements

5 GCSE at grades A*-C including English Language and Maths.

You may also be required to attend an audition.

PHILOSOPHY

Philosophy dares to ask the deepest, most fundamental questions about human life, human thought, and the nature of the universe, and distinguishes itself by trying to answer these questions using the power of reason alone – that is, by thinking hard, and thinking logically. The study of philosophy sharpens analytical skills and equips students to think more profoundly about the world and their place within it. The course has four components, as follows:

Epistemology

Do we know anything at all? If we do, what is knowledge? And what occurs in sensory perception? Do we perceive mind-independent physical objects directly? This implies that we perceive reality exactly as it is in itself – but surely physical objects don’t really change shape and size depending upon the relative positions and distances of their perceivers. Perhaps what we perceive directly are virtual objects, most of which are caused by and imperfectly resemble real objects. If we accepted this separation of appearance and reality, however, how could we be sure what the real world is like, or even if it exists? Or are the physical objects we perceive simply perceptions in our minds, and ultimately ideas in the mind of God? Are we born knowing facts about reality, as Plato believes? Can we work out what the real world is like just by using our intellects, as Descartes argued? Or, rejecting such rationalism, should we side with the empiricists and say that all knowledge of reality must come from experience?

Moral philosophy

How to tell right from wrong? Are acts morally right if and only if they bring about the greatest happiness of the greatest number? Utilitarians think so, but Kant argues that certain types of action are categorically morally wrong, regardless of consequences and circumstances. Can this dispute be sidestepped adequately by accepting Aristotle’s view that, in order always to know the right thing to do and be motivated to do it, one must first become a good and virtuous person? Are moral claims even capable of being true? If so, what makes them true? Are moral values woven into the fabric of reality? Then what is the nature of that reality, if it is such as to contain moral values? If not, then what is going on when people use moral language? Are they merely expressing their emotions? Or issuing commands? Can morality be objective and factual, or is it necessarily subjective and devoid of factual content?
PHOTOGRAPHY

The Photography course at A-level builds on the foundation of skills in both analogue and digital photography acquired on the GCSE course.

Projects are theme based and strongly linked to the history of photography as well as contemporary ideas and practice.

Students are expected to explore ideas and practical approaches using the broad range of facilities available to them within the department and to develop over the course a high level of competency with photographic equipment and processes as well as good analytical skills.

The course involves:

- Practical workshops and independent development in all aspects of analogue and digital photography including studio lighting, location work, darkroom processes and techniques, experimental photography and digital post-production.
- Creative problem solving, experimentation and invention.
- Analysing and writing about photography and establishing clear and sustained links between research and one’s own practice.
- Gallery visits and trips including an annual trip abroad.
- Mounting and displaying work including an interim exhibition in Year 12 and a public exhibition at the end of the course in Year 13.

Unit 1 (Year 12)

Portfolio – exploring ideas, techniques and processes from a range of starting points.

Unit 2 (Year 13)

Evaluative study – an in-depth investigation on a chosen theme.

Unit 3 (Year 13)

Externally set assignment.

Entry requirements

B grade or above in any Art or Design GCSE course, or on submission of a portfolio.

The Metaphysics of God

If the concept of God is coherent, can its analysis provide a proof of God’s existence, as proponents of the ontological argument maintain? Or does the rational case for God require evidence, as advocates of the design argument claim? Or, with those favouring the cosmological argument, can we defend theistic belief by arguing that ‘God’ is the best answer to such questions as ‘why is there something rather than nothing?’ Perhaps the concept of God is hopelessly incoherent, either internally, or in conjunction with the evident occurrence of moral and natural evil. Can the problem of evil be solved by appeal to either human free will or God’s plans for our spiritual development? Is religious language even capable of stating truths? If not, how are we to understand religious utterances, and religion itself?

The Metaphysics of mind

What is the mind? What are mental states? What is consciousness? Descartes and the dualists claim that the mental is entirely non-physical and beyond the reach of neuroscience, but is there compelling evidence for this? How do they explain causal interaction between non-physical mental states and physical bodies? Other philosophers pursue materialist and reductionist accounts of the mental. For behaviourists, mental states are either actual episodes of publicly observable bodily behaviour or dispositions toward such behaviour. For mind-brain identity theorists, mental states are brain states. For functionalists, mental states are more like software than hardware. The perceived failure of all of the above leads eliminativists to conclude that mental states, such as beliefs, do not exist – but what is it to adhere to such a view, if not to have beliefs?

Assessment

This is a two-year linear A-level course, assessed by means of two exam papers, Paper 1 covering Epistemology and Moral Philosophy, and Paper 2 covering the Metaphysics of God and the Metaphysics of Mind.

Entry requirements

Minimum grade B in English GCSE is recommended.
**PHYSICS**

Physicists explore the fundamental nature of almost everything we know of. They probe the furthest reaches of the earth to study the smallest pieces of matter and venture far into space to discover exoplanets. Join them to enter a world deep beneath the surface of normal human experience.

In Physics there are opportunities for candidates to:

- Develop practical skills (eg in choosing and using materials and equipment).
- Practise data-handling skills (eg estimating, presenting and analysing data).
- Use their imagination (eg suggesting an explanation).
- Place physics in a social or historical context and argue about the issues that arise.
- Be rewarded for initiative and interest in learning – for finding out for themselves.
- Use information and communication technology as an integral part of learning physics.

**Year 1**

Measurements and their errors; Particles and radiation; Waves; Mechanics and energy; Electricity.

**Year 2**

Further mechanics and thermal physics; Fields; Nuclear physics; Plus one option from the following – Astrophysics; Medical physics: Engineering physics: Turning points in physics; Electronics.

**Practicals**

Throughout the course you will carry out practical activities including:

- Investigating interference and diffraction of laser light
- Measuring acceleration due to gravity
- Investigating systems that oscillate
- Investigation of the links between temperature, volume and pressure
- Safe use of ionising radiation
- Investigating magnetic fields.

**Exams**

No coursework on this course. However, your performance during practicals will be assessed. There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the marks for A-level Physics are based on what you have learned in your practicals.

**Entry requirements**

Grade AA in GCSE Double Science or Grade A in GCSE Physics and Grade A in GCSE Mathematics. The Mathematical demand in Physics is very high so you will need to be studying A-level Maths alongside Physics.

**PSYCHOLOGY**

A-level psychology will give you a good fundamental and lasting insight into human behaviour, thinking and reasoning. This will definitely help you to cope better with your own life, but also it will help you to gain a better understanding of others.

The A-level exam consists of three separate units. Each unit is assessed by a 2 hour exam, which comprises of multiple choice, short answer and extended writing questions.

**Paper 1: Introductory topics in psychology**

- **Social influence:** conformity, obedience, resistance to social pressures, minority influence and the role of social influence processes in social change.
- **Memory:** models of memory, explanations for forgetting, factors affecting the accuracy of eyewitness testimony, use of the cognitive interview in police setting.
- **Attachments:** caregiver-infant interactions in humans, stages of attachment, the role of the father, explanations of attachment, secure and insecure attachments, influence of early attachments on adult relationships.
- **Psychopathology:** definitions of abnormality, behavioural, cognitive and biological approach to explaining and treating disorders, phobias, depression, OCD.

**Paper 2: Psychology in context**

- **Approaches in psychology:** origins of psychology, learning approaches, cognitive approach, biological approach, psychodynamic approach, humanistic approach.
- **Biopsychology:** the role of the nervous and endocrine systems on behavior.
- **Research methods:** all methods and techniques of conducting independent research.

**Paper 3: Issues and options in psychology**

- **Issues and debates in psychology:** gender and culture in psychology, free will and determinism, the nature-nurture debate, holism and reductionism.
- **Relationships:** theories of romantic relationships, relationships formation, maintenance and breakdown, factors affecting attraction, nature of virtual relationships, levels of parasocial relationships.
- **Schizophrenia:** symptoms, validity of diagnosis, biological and psychological explanations, drug therapy and antipsychotics, cognitive behavioural therapy and family interventions.
- **Forensic Psychology:** issues in defining crime, offender profiling, types of offenders and investigative Psychology, geographical profiling, biological and psychological theories of crime, dealing with offending behaviour, including recidivism, behaviour modification and anger management.

**Entry requirements**

Grade B in English GSCE.
SPANISH

An exciting course which involves learning about issues in Spain and the whole world, especially those related to young people and current issues. At the same time, it broadens the knowledge of the spoken and written word.

You will learn to:

- Present information in Spanish
- Organise your arguments in Spanish
- Provide opinions in Spanish
- Analyse your ideas in Spanish

At the end of the course there are many options open to extending your education in Spanish. You can:

- Specialise in languages at university
- Combine a language with any other subject at university
- Work for international companies: travel, estate agents, law, airlines, fashion and design
- Work abroad under International schemes

Year 1

- Module 1: Spoken expression and response in Spanish – 17.5%, 8-10 mins
- Module 2: Understanding and written response in Spanish – 32.5%, 2 hours 30 mins

Year 2

- Module 3: Understanding and spoken response in Spanish – 17.5%, 11-13 mins
- Module 4: Research, understanding and written response in Spanish – 32.5%, 2 hours 30 mins

Entry requirements

Grade required: A/B in GCSE Spanish.

THEATRE STUDIES

We want students to have an inspiring experience of A-level Drama and Theatre.

This qualification emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances. Students can choose to develop as a: Performer; Designer (lighting, sound, set, costume, puppets); Director; Combination of these.

There will be appropriate enrichment activities over the 2 years including masterclasses, workshops and outings to enhance student learning. Whichever option they choose, students will gain many invaluable skills, both theatrical and transferable, to expand their horizons.

Clear progression to Higher Education

This is an exciting course which is accepted by all universities as an entrance qualification. The course demands practical, creative and communication skills in almost equal measure meaning students are prepared for university and beyond.

Assessment

Component 1: Drama & Theatre

- Written exam of 3 hours / Open book / 80 marks / 40% of A-level
- Section A: 1 question from a choice of set plays from List A (25 marks)
- Section B: question on a given extract from one of set plays from List B (30 marks)
- Section C: One question on the work of theatre makers in a single live theatre production (25 marks)

Component 2: Creating Original Drama (Practical)

- The creating and performing devised drama influenced by the work of one prescribed practitioner
- Working notebook (40 marks) / Devised performance (20 marks)
- 60 marks in total / 30% of A-level
- Marked by teachers & moderated by AQA
- (postal moderation from requested sample)

Component 3: Making Theatre (Practical)

- Practical exploration & theatrical interpretation of three extracts (extracts 1, 2 & 3).
- Methodology of a prescribed practitioner must be applied to extract 3
- Performance of extract 3 (40 marks) / Reflective report (20 marks)
- 60 marks in total / 30% of A-level
- Marked by AQA (visiting examiner)

Entry requirements

GCSE A/B English or Drama.
Out of the heart springs life