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## ***WELCOME TO THE SIXTH FORM***

Entry into the sixth form marks the final stage of your school career. It is an exciting, challenging and very important time, during which you will be developing particular academic strengths and interests through the specific AS/A2 courses you have chosen, whilst taking advantage of the wide extra-curricular opportunities available at Kingswood. You will be expected to manage the time given to your academic, extra-curricular and social commitments effectively. The key to doing so is to use your private study periods appropriately as well as ensuring that proper focus is given to academic work every evening and at the weekend. Above all, we want you to put learning at the heart of sixth form life. We expect you to develop an enquiring mind and to take responsibility for extending your learning beyond the classroom.

We aim to encourage study habits that will help you to fulfil your academic potential at Kingswood and beyond. Every week you are required to complete at least four hours' study for each subject out of the classroom. Those students most likely to succeed will be the ones who do not 'clock watch' but who aim to produce their best work through careful research and considered application.

However, being a member of our sixth form means that you will also have many extra-curricular and social opportunities. Use them! Time management may seem difficult at first but you will be supported by your teachers, your tutor, the head of sixth form and house staff. Advice is always on hand. Whilst your last two years at school are likely to be very busy, we want you to enjoy them to the full and leave school feeling enriched by all that you have learnt, experienced and contributed during your time in our sixth form.

### **MAKING THE RIGHT CHOICE FOR YOU**

This booklet has been designed to familiarise you with the expectations and demands of the subject courses at AS and at A2. Please read about the subjects in which you are interested **very** carefully. Why not also look at subjects which do not automatically appeal? The study content at GCSE and at AS/A2 can be very different. Whilst bearing in mind that universities will look for a sensible combination of subjects, ensure that you base your choices on what you want to do. These are subjects that you will have to study in depth, most of them for two years. If you are not really committed, then your interest will wane and you will not make best use of your time. Thus, your results may bring disappointment.

Do not rush the choosing of your subjects. You should talk your ideas through with your parents or guardians. Seek advice within your present school from your teachers, your tutors and heads of department. Staff at Kingswood who have a special responsibility to help and advise you are:

Mrs Sarah Dawson	Deputy Head (Academic)
Mr Craig Woodgate	Higher Education Adviser and Head of Sixth Form
Mr Richard Garforth	Head of Careers

## ENTRY REQUIREMENTS

There are three key points to remember as you make your choices:

1. You are normally expected to meet the sixth form minimum entry requirement of at least BBBBCC in your GCSE passes.
2. In addition, it is very important that you pay particular attention to the entry requirements for each subject in this booklet. *Please do not assume that you will be allowed to start your chosen AS courses unless you meet the subject specific entry requirements.*
3. It is school policy for sixth formers to take four AS levels in Year 12, unless there are genuine reasons for taking on fewer. We expect those in Year 13 to study three subjects at A2, though some take on four or even five. We normally regard a good D grade in each AS subject unit as the minimum needed to progress to A2 studies.

## SUBJECT CHOICES AND CAREERS

Some people decide what careers they want to follow while they are at school. Others may leave decisions until their last year at college or even later. Hence there is no pressure on you to make career choices now, but from the time you enter Year 12 we will strongly encourage you to start thinking about your future, and to find out as much as you can about careers which you are considering. With this in mind, immediately after the AS examinations, we have a work experience programme in which we offer you the opportunity to try out jobs which you may be considering. We also encourage you to use some of your school holidays to gain first-hand experience of different kinds of employment.

While no-one wants to pressurise you into making career decisions until you are ready to do so, nevertheless you need to be aware of the ways in which your choices of sixth form subjects may later affect what careers will be open to you.

### Three important guidelines:

1. If a subject is essential for your intended career, then obviously you must choose it. (Please see the table on pages 6 and 7.) If you discover that you need a subject which you do not like, or cannot study successfully at A level, you should seek advice urgently from your tutor and from the Head of Sixth Form.
2. You should be aware that, if the majority of your A level choices are arts subjects, you will be making it extremely difficult, though not impossible, to enter most medical professions and engineering. On the other hand, if you choose mainly science subjects but later want to switch to arts-based careers (e.g. law), there are no formal qualifications barriers.
3. As mentioned in (2) above, there are some careers, like medicine, for which early specialisation is essential. However, for many professions, employers will encourage you to study subjects which interest you before coming to them for training. They are often against early specialisation; they are looking for interesting, educated, intelligent, trainable recruits.

## TIMETABLE FOR CHOOSING

All options schemes involve the arranging of subject groups for timetabling purposes. Thus, there will be some subject combinations that are just not possible. However, option lines are created so that the most sensible and desirable combinations are available.

Both internal and external prospective Kingswood sixth form students and their parents are given the opportunity to meet with appropriate heads of departments to discuss possible AS/A2 choices before

the October half term of Year 11. Heads of Department will, of course, continue to advise after this initial meeting if required to do so.

Students are asked to make their A level choices in December, following the results of the Kingswood mock GCSE examinations. After this, the school cannot guarantee to meet any subsequent request for change because timetabling and staffing requirements is organised around the information given. Subsequent change can happen if the changes fit in with the option lines and there is room in the relevant teaching set(s).

### **A LEVELS IN BRIEF**

Nowadays A levels include more open-ended questions, requiring extended essays in response. There are also synoptic 'overview' questions to assess candidates' understanding of the context and breadth of their chosen subjects. Many subjects no longer offer a coursework option. These features have been introduced to encourage greater stretch and challenge. Most courses will consist of four units although, as you will see in this booklet, some consist of six.

### **THE A\* GRADE**

An A\* grade will be awarded to candidates who score 90%+ in their final examinations. The A grade is awarded for a mark of 80%+; the A\* grade has been introduced to identify the most talented students within the group, without changing the standards required for grades A – E.

### **THE AS AND A2 SYSTEM EXPLAINED**

Advanced Level has been divided into two parts. The **structure** is as follows:

- AS units, usually taken at the end of Year 12, can stand alone.
- A2 units, taken at the end of Year 13, build on AS knowledge and skills.
- AS and A2 results combined give an Advanced Level award.

Thus, by the end of a student's sixth form career he or she is likely to end up with three Advanced Level awards and one AS award.

When you are given your results, usually in August, you will be informed of the number of marks scored in each unit as well as your overall grade. So, it is easy to identify in which units you have done particularly well, or not so well. Should you need to re-take any units, after discussion with your teachers you will be able to make sensible decisions based on this information.

**Cashing in** is the process by which AS examination results are formally turned into a certificated grade. AS grades must be cashed in to be entered on the UCAS form. A good performance at AS will certainly be mentioned in the School's UCAS reference.

### **WHEN TO RE-TAKE?**

Re-taking units is not an easy option and although the Board allows you to re-take units this is not always a good idea in practice. Any time and energy which goes into re-taking poor AS units will be time not given to ensuring your very best efforts at A2. Some units are not available for re-take purposes in the January of Year 13.

Re-taking is usually done in the light of the implications at A2. For example, if you score significantly lower in one of your units at AS it could make sense to re-take the unit in which you gained the lowest mark if doing so will help you to achieve your projected grade or any entrance requirements set by your chosen universities. It is vital that you talk through your re-take plans with your tutor and your

subject teachers very carefully. Your tutor, in particular, should have a clear view of your commitments and your goals and will be able to advise you appropriately. Mr Woodgate, Higher Education Adviser and Head of Sixth Form is also on hand to give advice.

## A LEVEL CHOICES AND HIGHER EDUCATION

Your A Level choices will not only influence your eventual career path, but they will also have a direct bearing on your Higher Education options. All the A Level courses offered at Kingswood provide a good foundation for university entry, but for some more traditional institutions it is important to have the right combination of subjects to increase your chances of being offered a place.

The Russell Group of twenty of the country's top research based universities has produced a guide to post 16 choices, to enable students thinking about their options to arrive at informed and sensible decisions for what is right for them. They have identified a number of "facilitating subjects" which are often required for entry to the more academic courses at their institutions.

The subjects identified as falling into this category are:

- Mathematics and Further Mathematics
- English Literature
- Physics
- Biology
- Chemistry
- Geography
- History
- Languages (classical and modern)

Other subjects offered by Kingswood but which do not appear on this list, such as Economics and Business, Religious Studies and Government and Politics, would also be viewed favourably by these institutions, but have not been included as they are not essential for entry to any particular university course.

As a general rule, a student taking **two** of these subjects through to full A Level would be considered to have a good foundation for entry onto an academic course at a top research based university. It is very important to remember, however, that such courses are not appropriate for all Kingswood sixth formers, and that taking a different combination of subjects does not rule out entry to university. Equally, it would be unwise to take a subject because you thought you had to, when in fact your chances of success in it are minimal; a poor grade will mean that university courses will remain closed to you, whatever subjects you have chosen.

To help you to make your decisions, below you will find a chart indicating those subjects which are essential and useful for certain university courses. The list is not exhaustive, but does provide a guide as to what is required for a range of subjects traditionally popular with Kingswood sixth formers.

<b>Subject</b>	<b>Essential</b>	<b>Useful</b>
Architecture	Art (some courses)	Art, DT
Art and Design	Art or Design Technology	
Biochemistry	Chemistry, Biology	Mathematics or Physics
Biology	Biology and Chemistry	
Chemical Engineering	Chemistry and Mathematics	Physics, Biology, Further Mathematics
Chemistry	Chemistry plus at least one other science subject	Mathematics, Further Mathematics, Biology, Physics
<b>Subject</b>	<b>Essential</b>	<b>Useful</b>

Classics	Latin	Modern Foreign Language, History, English
Computing	Mathematics (some courses)	Computing, ICT, Further Mathematics, Physics
Dentistry	Chemistry and Biology	
Drama		Theatre Studies, English
Economics	Mathematics	Economics and Business
Engineering	Mathematics and Physics	Further Mathematics, DT
English	English	History, Modern Foreign Language, Latin
Geography	Geography	A science
History	History	
Law		History, English
Mathematics	Mathematics and sometimes Further Mathematics	
Mechanical Engineering	Mathematics, Physics	
Medicine	Chemistry, Biology	Mathematics or Physics, a non-science subject
Music	Music	
Modern Foreign Language	Modern Foreign Language	Second Modern Foreign Language, Latin
Philosophy		Religious Studies
Physics	Mathematics, Physics	Further Mathematics, Chemistry
Politics		Politics, History
Psychology	Biology	Psychology
Religious Studies		Religious Studies
Sports Science	Biology/other science	PE, Psychology
Veterinary Science	Chemistry, Biology and either Mathematics or Physics	

For further information on A Level choices and Higher Education, please consult the Head of Sixth Form, Mr C. B. Woodgate. If you would like to study the guidance from the Russell Group more carefully, it is available to download at <http://russellgroup.ac.uk/informed-choices/>

**ART**  
**OCR**  
**Mr S Brown**

*An AS course over one year or an A level over two years.*

**WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING ART IN THE SIXTH FORM?**

You will need at least a B grade in Art and a good grasp of the English language – written and spoken. Some basic ICT skills are useful. You should be prepared to present and discuss your work in front of your class. You should be willing to work in the department outside of class time and participate in an art activity at least once a week. You should be actively visiting galleries on your own and be prepared to contact practising artists for information and inspiration. You will be required to attend a weekend residential art trip (cost is advised annually, depending on location, and is usually in the region of £100) and day visits to London galleries.

**WHAT WILL I LEARN?**

Students will be able to:

- record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions;
- analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meaning and contexts;
- develop ideas through sustained investigations and exploration, selecting and using relevant materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes;
- present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others.

**WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?**

- students who are interested in developing their creative skills
- students who are interested in experimenting with a wide range of materials, processes, technologies and resources
- students who are interested in how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
- students who are interested in past and present artists' work and ideas
- students who like working from direct observation from primary sources
- students who like to document and record via sketches, photographs and notes from secondary sources
- students who are interested in researching their own themes or artists' work
- students who can work independently
- students who enjoy visiting art galleries on a regular basis

**WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?**

**AS (Advanced Subsidiary):** The AS consists of two units:

### **Unit 1: Coursework Portfolio**

For this unit candidates need to produce a portfolio of work that derives from initial starting points, topics or themes that are determined by the Department. The portfolio will contain responses to not only studio based observational themes but also some form of Department excursion. The focus is on including work that shows exploration, research, acquisition of techniques and skills

### **Unit 2: Controlled Assignment (5 hours)**

This unit is designed to allow candidates to demonstrate independently their ability to realise their ideas and intentions in response to a set of questions, by emphasising the research element, together with the allied skills of recording, investigating and selecting relevant media processes. After the preliminary work candidates must produce a focused piece of work during a five hour examination.

**The two AS units are marked internally and moderated externally and form 50% of the four unit Advanced GCE.**

**A2:** Two more units are added to complete the A level qualification:

### **Unit 3: Personal Investigation**

For this unit, candidates must use personal starting points(s) to produce a major project that shows them working through a range of Art and Design experiences. Each candidate will be required to produce a final piece along with supporting studies as back up and reflect personal development. In addition, candidates will produce, to include in the portfolio, a 'related personal study' that shows their ability to place their work within an historical and/or contemporary context. The word limit of this related personal study is 1000-3000 words. There are many varied methods of presenting this study which can be discussed with the subject tutor.

### **Unit 4: Controlled Assignment (15 hours)**

This unit is designed to allow candidates to demonstrate independently their ability to prepare, plan, relate and resolve their response to a set stimulus. There is a range of questions, from which each candidate chooses one. Candidates are expected to prepare planning sheets or develop a sketchbook. This will take place during a designated preparation period, after which candidates must produce a final piece during the fifteen-hour examination, resolving and relating their planning to a successful conclusion.

### **WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

You could go on to a one year foundation course in Art and Design in which you can specialise in many areas including:

- **Fine Art:** Painting, Sculpture, Printmaking
- **History of Art & Design:** Academic study; Conservation; Gallery
- **Graphic Design:** Package design; Illustration; Computer Graphics; Photography; Film and Television; Animation
- **Fashion and Textiles:** Fashion Design; Fashion Marketing; Fashion Journalism; Textiles Woven/Printed
- **3 Dimensional Design:** Product Design; Furniture Design; Jewellery; Interior Design and Exhibition Design
- **Architecture:** Architecture and Landscape

### **FURTHER INFORMATION ON SPECIFICATIONS**

OCR provides specimen examination papers we recommend you investigate.

Go to <http://www.ocr.org.uk>

# ***BIOLOGY***

## ***OCR***

***Mrs J Opie***

***An AS course over one year or an A level over two years***

### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING BIOLOGY IN THE SIXTH FORM?**

You will need to get at least an A in Biology GCSE. During the course students will need to have the ability to communicate effectively and a grade B or above is usually needed in English Language. At times students will be expected to handle and interpret data. This will involve some use of statistics. It is therefore desirable for students to have achieved a grade B or above in Mathematics.

### **WHAT WILL I LEARN?**

Students will be able to:

- acquire a body of biological knowledge and an appreciation of its significance;
- develop a respect for all living things;
- develop experimental skills including use of the microscope and slide preparation, dissection, chromatography and many biochemical procedures;
- develop an understanding of scientific method including controlling variables, statistical analysis and evaluation of results.
- gain an understanding of the dynamic and exciting nature of biology today including recent advances in biotechnology and medicine, and an awareness of the ethical, technological and economic aspects of the subject.

### **WHAT KIND OF STUDENT IS THE COURSE SUITABLE FOR?**

- Students who have an interest in the study of living things;
- Students who have enjoyed investigation through laboratory based practicals, fieldwork or by reading about recent research;
- Students who are interested in the latest biological topics such as genetic engineering;
- Students who are planning careers as medics or vets;
- Students who want to use Biology to support other qualifications such as Geography, Chemistry and Sports Science.

### **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GET MY QUALIFICATION?**

**AS (Advanced Subsidiary):** The AS consists of three units:

Two of these units are assessed externally by examinations consisting of both structured questions and more open ended questions. The third unit at AS covers Practical Skills and this is internally assessed.

Topics studied at AS will include the following:

#### **Unit 211 – Cells, Exchange and Transport (1 hour written exam)**

**30% of AS or 15% of A Level**

- Cells - prokaryotic and eukaryotic cell ultra structure, organisation of cells in multi-cellular organisms, cell division (mitosis and meiosis).

- Exchange and Transport in Plants and Animals– need for exchange surfaces & transport systems, adaptation of exchange surfaces, mechanisms of exchange & transport.

**Unit 212 – Molecules, Biodiversity, Food and Health** **50% of AS or 25% of A Level**  
**(1 hour 45 minutes written exam)**

- Biological molecules structure and function of nucleic acids, carbohydrates, proteins (including the structure and function of enzymes), lipids, inorganic ions and water.
- Food and Health – diet and food production including the use of micro-organisms, transmission of disease, the immune response and effects of smoking.
- Biodiversity – measured within a habitat, classification, selection of organisms in evolution and the need to maintain biodiversity.

**Unit 213 – Practical Skills** **20% of AS or 10% of A Level**

The internally assessed units at AS and A2 include practical and investigative skills.

- Qualitative tasks – making and recording observations reliably.
- Quantitative tasks – Using apparatus competently and safely to record results to an appropriate degree of precision.
- Evaluative tasks – processing and interpreting results, identifying anomalies and reaching valid conclusions, suggesting scientific explanations, assessing reliability, highlighting limitations and suggesting improvements.

**Continuation requirements** - normally students will be expected to have gained a grade D or better at AS.

**A2:** Three more units are added to complete the A level qualification:

Two of these units are assessed externally by examinations consisting of both structured questions and more open ended questions. The third unit at A2 covers Practical Skills and this is internally assessed.

Topics studied at A2 will include the following:

**Unit 214 – Communication, Homeostasis and Energy** **15% of A Level**  
**(1 hour written exam)**

- Control systems – homeostasis, negative and positive feedback, detection of both internal and external stimuli, co-ordination both chemical and electrical in nature.
- Excretion – structures and roles of liver and kidney.
- Energy for Biological processes – ATP, respiration, photosynthesis.

**Unit 215 – Control, Genomes and Environment** **15% of A Level**  
**(1 hour 45 minutes written exam)**

- Cellular control and variation - including protein synthesis, meiosis and inheritance.
- Biotechnology and Gene Technologies – plant and animal cloning, using micro-organisms to make food, enzymes, drugs, genetic engineering, gene therapy.
- Ecosystems – energy flow and transfer through different trophic levels, role of micro-organisms in recycling, succession, factors affecting dynamic equilibrium in populations, human effect on ecological balance, sustainability of resources.
- Responding to the environment – plant and animal responses and animal behaviour.

## **Unit 216 – Practical Skills**

**10% of A Level**

This assesses the same skills as Unit 213 at AS.

### **Field Trip**

Parents should be aware that there is a residential Field trip which is an integral part of the Biology course and that this trip costs in the region of £125- £150.

### **WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

- Follow a degree course in Biology, Biochemistry, Zoology, Marine Biology, Plant Science, Medicine, Dentistry, Nursing, Agriculture and Forestry, Psychology, Pharmacy etc.
- Biology as a science discipline is a useful addition to the list of subjects read predominately by Arts or Humanities based students. It demonstrates the ability to think logically and to present or evaluate data.
- Employment in a wide range of areas related to medicine, food, agriculture, land management, law and biotechnology.

### **FURTHER INFORMATION ON SPECIFICATIONS**

OCR provides specimen examination papers which we recommend you investigate.

Go to <http://www.ocr.org.uk>

# **CHEMISTRY**

*Edexcel*

*Mrs A Burt*

*An AS level course over one year or an A level over two years.*

## **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING CHEMISTRY IN THE SIXTH FORM?**

The AS course builds on the knowledge and understanding of both GCSE Double Science and GCSE Chemistry. This is a challenging subject so students selecting the AS course must have gained at least grade A Core and Additional Science or a grade A in Chemistry GCSE. Numeracy skills are particularly important and it is also desirable to have at least a grade B in GCSE Mathematics. During the course students will need to be able to communicate effectively, be able to carry out research, work independently and critically think about problems. Good practical skills are also important as Chemistry is a very practical subject. You should be prepared to read widely and support scientific events held at school.

## **WHAT WILL I LEARN?**

Students will have the opportunity to study key concepts in greater detail. Many of the ideas first covered at GCSE will be revisited but with a greater emphasis on explaining rather than simply describing the behaviour of molecules. Structure and bonding, acids, energy and rates of reactions and reversible reactions are the sorts of concepts studied in much greater depth. While studying GCE Chemistry you will develop practical skills that include making observations, collecting data, analysing experimental results and formulating conclusions. You will also gain an appreciation of how scientific models are developed and evolve, the applications and implications of science, the benefits and risks that science brings, and the ways in which society uses science to make decisions.

## **WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?**

- students who have an interest in the study of the material world and the production of new substances of benefit to man
- students who enjoy applying their mind to solving problems
- students who intend to study medicine, dentistry, veterinary medicine at university
- students who want to use Chemistry to support other qualifications such as Biology, Geography and Physics. If you are taking Biology A level you must give careful thought to your reasons for NOT taking Chemistry to at least AS level

## **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GET MY QUALIFICATION?**

### **AS (Advanced Subsidiary)**

At AS Level candidates are given a solid grounding in foundation Chemistry.

### **Unit 1: The Core Principles of Chemistry (1 hour 30 minutes)      40% of AS or 20% of A Level**

- Formulae, equations and amounts of substance
- Energetics
- Atomic structure and the periodic table
- Bonding
- Introductory organic chemistry – alkanes and alkenes

## **Unit 2: Application of Core Principles of Chemistry (1 hour 30 minutes)**

**40% of AS or 20% of A Level**

- Shapes of molecules and ions
- Intermediate bonding and bond polarity
- Intermolecular forces
- REDOX
- The periodic table – groups 2 and 7
- Kinetics
- Chemical equilibria
- Organic chemistry – alcohols and halogenoalkanes
- Mechanisms
- Mass Spectra and IR
- Green chemistry

## **Unit 3: Chemical Laboratory Skills I**

**20% of AS or 10% of A Level**

This will cover the practical skills which are essential to a Chemistry course at this level and fundamental to a greater understanding of *How Science Works*. It is all assessed internally through a general practical competence assessment and 3 set assessed practical tasks. These are:

- qualitative observation
- quantitative measure
- preparation

**A2:** Three more units are added to complete the A level qualification:

## **Unit 4: General Principles of Chemistry I - Rates, Equilibria and Further Organic Chemistry**

**(1 hour 40 minutes)**

**40% of AS or 20% of A Level**

- How fast? - rates
- How far? - entropy
- Equilibria
- Application of rates and equilibrium
- Acid/base equilibria
- Further organic chemistry – chirality, carbonyl compounds, carboxylic acids and their derivatives
- Spectroscopy and chromatography

## **Unit 5: General Principles of Chemistry II – Transition Metals and Organic Nitrogen Chemistry**

**(1 hour 40 minutes)**

**40% of AS or 20% of A Level**

- Redox and the chemistry of the transition metals
- Organic chemistry – arenes, nitrogen compounds and synthesis

## **Unit 6: Chemistry Laboratory Skills II**

**20% of AS or 10% of A Level**

Students will be assessed internally on their general practical competence and 3 set assessed practical tasks, as in Unit 3. There is an opportunity to complete the qualitative measurement and preparation together in one multi-stage practical assessment.

### **WHAT COULD I GO ONTO AT THE END OF MY COURSE?**

- Follow a degree course in Chemistry, Chemical Engineering, Medicine, Dentistry, Food Technology, Biochemistry, Veterinary Medicine, Environmental Chemistry, Toxicology, Polymer Science or Pharmacology.
- Many university courses have a significant proportion of Chemistry content, and GCE Chemistry is excellent preparation for such further study. UK Higher Education institutions currently offer over 200 courses in which Chemistry is the primary subject.
- Chemistry, as a scientific discipline, develops the ability to think logically, to assimilate abstract concepts and to solve problems. These are important skills, valued by higher education, for subjects such as Law, Psychology and Accountancy.
- Employment in a wide range of areas related to chemistry, including food, oil, agriculture, and the environment.

To find out more about careers involving GCE Chemistry visit:

- Royal Society of Chemistry for careers, courses and industrial placements:  
[www.rsc.org/Education/SchoolStudents/index.asp](http://www.rsc.org/Education/SchoolStudents/index.asp)

### **FURTHER INFORMATION ON SPECIFICATIONS**

Edexcel provides specimen examination papers which we recommend you investigate.

Go to: <http://www.edexcel.org.uk>

***Computing***  
***AQA***  
***Mr S Snowden***

**An AS course over one year or an A level over two years.**

**INTRODUCTION**

This course, starting in September 08, has been developed in consultation with professors from leading university computing departments and key research personnel from the computing industry, as a course that will be welcomed by computing departments as an entry requirement on to their computing degrees.

**WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING COMPUTING IN THE SIXTH FORM?**

You do not have to have previous experience of computing, but there is a significant mathematical component to this course so ideally you should be expecting to get an A/A\* grade in GCSE mathematics. There is a significant amount of computer programming in this course so a systematic approach, an eye for detail, and endless patience is necessary.

**WHAT WILL I LEARN?**

- Introduction to principles of computation
- Stages of problem solving
- Top down design and step-wise refinement
- An understanding of Finite state machines
- Algorithm design
- Fundamentals of programming (languages used Pascal/C#/Visual Basic)
- Fundamentals of data representation
- The systems development lifecycle
- Fundamentals of computers systems
- Fundamental Hardware Elements of Computers
- Machine Level Architecture
- Hardware Devices
- The Structure of the Internet
- Web page design
- Consequences of Uses of Computing
- Systems Development Analysis

**WHAT KIND OF STUDENT IS THE COURSE SUITABLE FOR?**

- Students with a strong interested in computing and related disciplines
- Students who enjoy solving problems
- Students with a natural curiosity about the way modern technology work, rather than those who just use it
- Students who are considering careers in computing, engineering or mathematical disciplines
- Students with creative flare, the A2 projects can be computer games or simulations
- Students who enjoy solving problems for others and are confident communicators, specifically required at A2 level

## WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?

**AS (Advanced Subsidiary):** The AS consists of two units:

### Unit 1 – COMP1

- Problem Solving, Programming, Data Representation and Practical Exercise **60% of AS, 30% of A Level**
- 2 hour on-screen examination 100 marks
- Skeleton program and test data released on 1 April
- Candidates use this to answer short questions and to write a program
- Available in June only

### Unit 2 – COMP2

- Computer Components, The Stored Program Concept and The Internet **40% of AS, 20% of A Level**
- 1 hour written examination
- 60 marks
- Compulsory short answer questions

**A2:** Two more units are added to complete the A level qualification:

### Unit 3 – COMP3

- Problem Solving, Programming, Operating Systems, Databases and Networking **30% of A Level**
- 2 hours 30 minutes written examination
- 100 marks
- Compulsory short and extended answer questions

### Unit 4 – COMP4

- The Computing Practical Project **20% of A Level**
- Coursework, internally assessed, and moderated by AQA.
- 75 marks
- Report documenting a programmed solution to a real problem

## WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?

This course has been designed to meet entry requirements for computing based degrees. There is currently a significant shortage of computing graduates and, as computing/information systems is now a fundamental part of most organisations, the opportunities are almost endless.

## FURTHER INFORMATION ON SPECIFICATIONS

AQA provides specimen examination papers which we recommend you investigate.

Go to <http://www.aqa.org.uk>

# ***CRITICAL THINKING***

***OCR***

***Mrs L Court***

*An AS course over one year.*

## **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING CRITICAL THINKING IN THE SIXTH FORM?**

There is no specific content to this course; it is entirely skills based. The normal expectation of students wishing to take AS Critical Thinking is that they will have obtained at least grade A in every GCSE subject. It is not to be regarded as one of the four AS levels usually studied, but as an additional fifth AS.

Students are expected to attend three lessons of Critical Thinking per week. Students who fulfil the eligibility criteria, and who have been members of the Critical Thinking Club since Year 10, have the possibility of taking the examination in the January of the Lower Sixth. Students who are new to Critical Thinking will take the examination in June of the Lower Sixth.

## **WHAT WILL I LEARN?**

- To critically evaluate and analyse argument
- To critically evaluate and analyse evidence
- To use Critical Thinking terminology accurately
- How to construct an argument

## **WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?**

Students who are considering applying either to Oxbridge or Russell Group universities such as Bristol, Durham, Nottingham, Imperial or UCL.

## **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?**

**AS (Advanced Subsidiary):** The AS consists of two units:

### **Unit F501 Introduction to Critical Thinking (1 hour 30 min) 50% of AS**

- The language of reasoning
- Credibility

### **Unit F502 Assessing and Developing Argument (1 hour 30 mins) 50% of AS**

Analysis of argument

- Evaluating arguments
- Developing one's own reasoned arguments

## **WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

At Kingswood, Critical Thinking AS does not lead to a specific A2 course. However, the skills acquired are transferable to a wide variety of courses, which is why Admissions tutors at universities regard this as a particularly useful AS qualification. Current admissions tests for PPE, PPP, EP, Economics and Management (Oxford); Computer Science\*, Natural Sciences\*, Engineering and Economics\*, PPS (Cambridge). BMAT (Biomedical Admissions Test for Medicine/Veterinary Science) and LNAT (National Admissions Test for Law) UKCAT (UK Clinical Aptitude Test Medicine and Dentistry) all incorporate Critical Thinking questions.

27 of the 29 Cambridge Colleges will use the Thinking Skills Assessment, which has a high degree of Critical Thinking questions, as part of their admissions process in these subjects. Oxford has just extended the use of the TSA test from just PPE (Philosophy, Politics and Economics) to PPP (Psychology, Philosophy and Physiology) and EP (Experimental Psychology), UCL is also using the test for admission to European Social and Political Studies. Imperial College, London, has also trialled similar tests for admission to Engineering courses.

#### **FURTHER INFORMATION ON SPECIFICATIONS**

OCR provides specimen examination papers which we recommend you investigate.

Go to <http://www.ocr.org.uk>

# ***DESIGN & TECHNOLOGY: PRODUCT DESIGN***

***AQA***

***Mr B Brown***

*An AS course over one year or an A level over two years.*

## **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING DESIGN TECHNOLOGY IN THE SIXTH FORM?**

- You will probably have gained GCSE Design Technology at B Grade or above. (This is a guideline and the Department is occasionally prepared to consider applicants who have not had the opportunity of studying GCSE Design Technology following discussion).
- You will be interested in the 'made environment' and will probably have been making and dismantling things for most of your life.
- You will need to have an interest in design as it is applied to architecture, commercial products, fashion and consumer artefacts. You will most likely have an awareness of major environmental issues.

## **WHAT WILL I LEARN?**

- You will have the opportunity to study, propose and choose prototype solutions to designing and making opportunities closely linked to the real world of product / system manufacture.
- You will be involved in the identification of opportunities for design and technological activity.
- You will be directly involved in the design and making of artefacts and products.
- You will consider materials technology as appropriate to the production of products.
- You will use components, as appropriate, within systems - electrical, electronic, pneumatic mechanical and interfaces.
- You will study a range of manufacturing methods, and their systems of control.
- You will have an opportunity of looking at and discussing social, moral, cultural and ethical dimensions that relate to technological decisions.
- You will work within constraints that economic and ergonomic factors place on designing and making products and systems.

## **FOR WHICH KIND OF STUDENT IS THIS COURSE SUITABLE?**

- Design offers an opportunity for any student to study the made environment and as such it could appeal to anyone who has an interest in the manufactured world. You may well be considering careers as varied as engineering to interior design; from landscape architecture to product design.
- Other subjects which would go well with Design & Technology to Advanced level are Physics, Mathematics or Art, although any subject can be linked with Design Technology for the widest career possibilities – Economics and Business, Geography and Music for example.
- Design and Technology has been part of a wide portfolio of study for many of our students and will sit with any combination of subjects to AS.

## **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GET MY QUALIFICATIONS?**

**AS (Advanced Subsidiary):** The AS consists of two units:

**Unit 1: PROD1 Materials, Components and Application**

**50% of AS or 25% of A level**

This is a 2 hour exam paper based primarily on Materials and Components and consisting of three sections:

Section 1 contains compulsory limited response questions.

Section 2 offers a choice of one question from two.

Section 3 contains one compulsory question.

**Unit 2: PROD2 Learning Through Designing and Making** **50% of AS or 25% of A level**

For this unit you will examine an existing product/problem and design a solution to the problem and then make a prototype. You will be required to present your conclusion in the form of a folder and a final product. This will be marked by your teacher and moderated by AQA. This aspect involves you in using the workshop facilities and you will need to use the Department's facilities safely and confidently.

**A2:** Two more units are added to complete the A level qualification:

**Unit 3: PROD3 Design and Manufacture** **25% of A level**

This is a 2 hour written paper based primarily on Design and Manufacture and consisting of two sections. Candidates answer three questions: one question from three in each section, and a final question from either section. This includes synoptic assessment.

**Unit 4: PROD4 Design and Making Practice** **25% of A level**

Candidates are required to produce a coursework portfolio (approximately 60 hours) and product which fully demonstrates their designing, making and evaluation skills using creativity, flair and innovation and can be assessed against the Assessment Criteria. The coursework consists of designing, making and evaluation of a product, a marketing presentation, and a review and reflection. This unit is intended to draw upon and develop skills learnt in other units.

Written (or electronic) design folder

Manufactured outcome.

**WHAT COULD I GO ON TO AT THE END OF MY COURSE?**

With a qualification in Design & Technology you could go on to higher education, further education or work in the engineering, manufacturing or design industries. Many of our students go on to design based courses at university. From there, the choices are immensely wide – interior design; landscape architecture; product design; engineering in all its forms; fashion and graphic design as well as the new avenues of virtual product design based on computer aided design (CAD); materials science or even Formula 1 racing design – all can be accessed from this subject.

**FURTHER INFORMATION ON SPECIFICATIONS**

AQA provides specimen examination papers which we recommend you investigate.

# ***DRAMA and THEATRE STUDIES***

***AQA***

***Mr D Harding***

*An AS course over one year or an A level over two years.*

## **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING DRAMA AND THEATRE ARTS IN THE SIXTH FORM?**

Candidates for Drama and Theatre Studies will gain a knowledge and understanding of theatre practice through their own engagement with the medium as both participant and informed audience member. Candidates will develop performance and/or production skills appropriate to the creation and realisation of drama and theatre. They should be able to work well with others, have a genuine interest in theatre, sound academic qualifications and have a high degree of self-motivation. They will be expected to attend several theatre visits organised by the department. It is important that those considering this subject as an option have not only studied Drama at GCSE and have obtained B grade or better but have also obtained similar grades in English and English Literature. A pupil who does not manage to achieve this is unlikely to succeed in either AS or A Level Drama and Theatre Studies.

## **WHAT WILL I LEARN?**

Students will be able to:

- develop an understanding and enjoyment of theatre and drama through a wide range of practical and theory based studies;
- perform using a different range of styles, techniques and genres from around the world and from many different periods;
- become familiar with developments within the world of theatre that have brought us to the theatre that is performed in the 21st century;
- develop an ability to work with others and develop their ideas into performance as well as initiating their own;
- critically appreciate a wide range of drama and dramatic styles.

## **WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?**

- students who have a genuine interest in the theatre and are likely to attend the theatre on a regular basis
- students who enjoying working within groups and wish to be involved in producing work for performance in front of an audience
- students who would like to develop skills of communication
- students who are interested in pursuing a career that involves performance or addressing an audience

## **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GET MY QUALIFICATION?**

**AS (Advanced Subsidiary):** The AS consists of two units:

**Unit 1: Written Paper - 'Live Theatre Production Seen and Prescribed Play' 1 ½ hours  
(Divided into two 45 minute papers)**

**60% of total AS marks, 30% of total A Level Marks      100 marks**

Section A – response to live theatre seen during the course.

Section B – study of one set play from the following:

Sophocles, *Antigone*

Shakespeare, *The Taming of the Shrew*

Ibsen, *A Doll's House*

O'Casey, *The Shadow of a Gunman*

Littlewood and Theatre Workshop, *Oh What a Lovely War*

De Angelis, *Playhouse Creatures*

## **Unit 2: Coursework – ‘Presentation of an Extract from a Play’**

**40% of total AS marks, 20% of total A Level marks      100 marks**

The students will be involved in a group performance of an extract from a published play. The assessment includes preparatory and development work. This is marked by the centre and moderated by AQA.

Candidates choose from one of the following:

- Directing
- Acting
- Costume Design
- Mask Design
- Set Design
- Technical elements – lighting and /or sound

**A2:** Two more units are added to complete the A level qualification:

## **Unit 3: Written – ‘Further Prescribed Plays including Pre-Twentieth Century’      30% of A Level**

**100 marks**

Section A – Choice of pre-20<sup>th</sup> century play from:

Middleton/Tourneur, *The Revenger's Tragedy*

Moliere, *Tartuffe*

Farquar, *The Recruiting Officer*

Goldoni, *The Servant of Two Masters*

Wilde, *Lady Windermere's Fan*

Chekov, *The Seagull*

And one 20<sup>th</sup> century/contemporary play from the following:

Lorca, *Blood Wedding*

Brecht, *The Good Person of Szechwan*

Miller, *A View From the Bridge*

Berkoff, *The Trial*

Wertebaker, *Our Country's Good*

Edmundson, *Coram Boy*

Section B – a synoptic paper in which the students must make suggestions for a complete stage realisation of an extract from a specified play selected from the 20<sup>th</sup> century/contemporary play list.

## **Unit 4: Coursework - 'Presentation of Devised Drama'**

**20% of A Level**

**100 marks**

Students work in groups of no less than three and create a piece of devised drama. The assessment includes preparatory and development work as well as the final performance. This is marked by the Centre and moderated by AQA.

Candidates choose from one of the following:

- Directing
- Acting
- Costume Design
- Mask Design
- Set Design
- Technical elements – lighting and /or sound

### **WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

Drama and Theatre Studies is an essential A Level for any student who is serious about pursuing a career within the performing arts. However, it is no longer just an attractive option for those people as so many of the skills learnt whilst studying the course are transferable. It is one of the few subjects where students are assessed on their ability to work within a group, such an important skill in the majority of jobs in the 21<sup>st</sup> century.

Students who have successfully completed this course have been accepted onto courses at some of the most prestigious Drama Schools or have gone on to study degree courses at many of the top universities, including Oxford and Cambridge.

### **FURTHER INFORMATION ON SPECIFICATIONS**

AQA provides specimen examination papers which we recommend you investigate.

Go to <http://www.aqa.org.uk>

# ***ECONOMICS & BUSINESS***

***Edexcel***

***Mr J Hills***

*An AS course over one year or an A Level over two years.*

## **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING ECONOMICS AND BUSINESS IN THE SIXTH FORM?**

GCSE A grade in either English and Mathematics (with a B grade in the other) is the required minimum standard. Students offering alternative qualifications will be required to sit a departmental entrance examination. No prior knowledge of the subject is required. This subject can be combined with any others in which you have an interest, but some universities may expect an A level in Mathematics for those wishing to become Economics undergraduates. You must discuss such details with our Higher Education Adviser.

## **WHAT WILL I LEARN?**

**Unit 1 Developing New Business Ideas** covers the characteristics you need to develop to be successful in business and how new or existing businesses generate their product ideas and test them through market research. You will also consider the competition in the market, the economic climate, how the business might be financed and how much revenue the idea might generate.

**Unit 2b Business Economics** considers the market in which the business may be operating, how the level of competition in the market and macroeconomic change is likely to affect it and how businesses can seek to minimize uncertainty through their actions.

**Unit 3 International Business** introduces you to the world of international business and issues that a company trading internationally would have to consider, such as which countries to sell their product in, and why some companies sell their products worldwide.

**Unit 4b The Wider Economic Environment and Business** considers why certain markets fail; how government decision making affects the economy; the markets in which companies operate; and the income and welfare of private individuals. The unit should enable you to assess why government economic policy can succeed or fail and why regulation of some markets is necessary.

Through the course you will develop a clear and concise style of writing, the type used in economics and business, enabling you to communicate effectively in a business setting. You will also learn how to analyse and interpret economic indicators, to work out how they may affect a business and what action should be taken to benefit from these, or minimize the damage.

Economics and Business offers a good platform for development of transferable skills, namely:

- Communication
- Application of number
- Information Technology
- Improving own learning and performance
- Working with others
- Problem solving

## WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?

Students are expected to be self-motivated, to show an interest in contemporary economic, business, political and sociological issues and to be prepared to read widely around the topics studied in class.

A fluent writing style, the ability to express oneself concisely and clearly, and to argue coherently are the qualities which must be demonstrated and developed.

## WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?

**AS (Advanced Subsidiary):** The AS consists of two units:

<b>Unit 1: Developing New Business Ideas</b>	<b>1 hour 15 mins</b>	<b>70 marks</b> <b>50% of AS or 23% of A2</b>
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- Section A: supported multiple choice - 32 marks
- Section B: questions based on data (text, tables, graphs) - 38 marks

<b>Unit 2b: Business Economics</b>	<b>1 hour 15 mins</b>	<b>70 marks</b> <b>50% of AS or 23% of A2</b>
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- Section A: supported multiple choice - 24 marks
- Section B: questions based on data (text, tables, graphs) - 46 marks

**A2:** Two more units are added to complete the A level qualification:

<b>Unit 3: International Business</b>	<b>1 hour 30 mins</b>	<b>80 marks</b> <b>27% of A2</b>
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- Section A: questions based on data - 35 marks
- Section B: case study and questions - 45 marks

<b>Unit 4b: The Wider Economic and Business Environment</b>	<b>1 hour 30 mins</b>	<b>80 marks</b> <b>27% of A2</b>
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- Section A: questions based on data - 35 marks
- Section B: decision making report and questions - 50 marks

## WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?

This qualification could enable students to progress to a straight economics degree with a focus on theory, or a degree in applied economics such as environmental economics, labour economics or public sector economics or monetary economics. Alternatively, students may like to study a business economics or mathematical economics degree or study economics with other subjects, e.g. politics, philosophy or history, as a combined degree.

Post-university employment rates for economists are among the highest for graduates. They are likely to find employment in finance, banking, insurance, accountancy, management and consultancy; some even become professional economists.

## FURTHER INFORMATION ON SPECIFICATIONS

Edexcel provides specimen examination papers which we recommend you investigate.

Go to <http://www.edexcel.org.uk>

# ***ENGLISH LITERATURE***

## ***OCR***

***Mr. D Hughes***

*An AS course over one year or an A level over two years.*

### **WHAT DO I NEED TO KNOW OR TO BE ABLE TO DO BEFORE TAKING ENGLISH LITERATURE IN THE SIXTH FORM?**

Having achieved at least a B in GCSE English and English Literature, you will have shown that you are capable of success in AS English Literature.

You will complete the Department's summer assignment for entry into the English Literature course.

You should be prepared to attend Literary Society meetings throughout the year and to participate in events such as the Bath Literary Festival, theatre visits, conferences, and study days.

You should enjoy reading challenging literature of all genres and periods.

### **WHAT WILL I LEARN?**

- to communicate clearly the knowledge, understanding, and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression (A01)
- to show detailed understanding of the ways in which writers' choices of form, structure, and language shape meanings (A02)
- to respond with knowledge and understanding to literary texts of different types and periods
- to explore and comment on relationships between literary texts (A03)
- to articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers (A03)
- to show an understanding of the contexts in which literary texts are written and understood (A04)
- to evaluate the significance of cultural, historical, and other contextual influences on literary texts and study (A04)

### **WHAT KIND OF STUDENTS IS THIS COURSE SUITABLE FOR?**

- students who love reading a wide range of literary texts and have read beyond the requirements of GCSE English and English Literature
- students who are interested in learning new approaches to texts
- students who like writing and want to develop their writing skills
- students who enjoy thinking, analysing, creating, and researching
- students who want to deepen their understanding of the world and of themselves
- students who enjoy discussing literature, film, theatre, current issues, religion, history, etc.

## WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?

The Advanced GCE English Literature syllabus is made up of two compulsory units at AS and two further compulsory units at A2.

**AS (Advanced Subsidiary):** The AS consists of two units:

### **Unit F661: *Poetry and Prose 1800 – 1945* (Closed text) (2 hours)**

You will be required to answer **two** questions, one on the poetry and one on the prose texts that you have studied. This is an externally assessed written paper and represents 60% of the marks for AS (30% of A Level).

### **Unit F662: *Literature Post-1900***

You will be required to submit a coursework folder of a maximum of 3000 words. There are two tasks:

**Task 1:** Close reading or re-creative writing based on a passage from a chosen text, with commentary.

**Task 2:** An essay on contrasts and comparisons across two linked texts.

This is an internally assessed unit and represents 40% of the marks for AS (20% of A Level)

**A2:** Two more units are added to complete the A level qualification:

### **Unit F663: *Drama and Poetry pre-1800* (Closed text) (2 hours)**

**Section A:** You will study one Shakespeare play, and in the examination you will be expected to demonstrate knowledge and understanding of the text, its structure and form, informed by the interpretations of other readers and audiences.

**Section B:** You will be required to write an essay which is a comparative study of one drama and one poetry text.

This is an externally assessed written paper and represents 30% of the final marks for A Level.

### **Unit F664: *Texts in Time***

You will be required to submit an extended essay (maximum 3000 words) in which you make a comparative analysis of the three texts that you have studied in this unit, demonstrating your ability to explore connections between different literary texts, informed by the interpretations of other readers. This study **must** include one prose text and one poetry text.

This is an internally assessed extended study and represents 20% of the final marks for A Level.

## **WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

You could go on to study English or a number of related subjects at university. The skills you learn studying AS/A2 level English Literature are highly valued by universities, no matter what course you might apply for, and by employers.

Whether or not you choose to continue your studies of English Literature, you will have deepened your understanding and knowledge of literary texts. You will go on to read the world's best literature with ever-increasing enjoyment and appreciation. Furthermore, the writing skills you develop in the course will be of benefit throughout your life.

## **ADDITIONAL EXPENSES**

- Because you will be making notes in them, and because they change periodically, you will buy your own texts. The Head of Department orders them from wholesale suppliers and charges you the discount price.
- You should also consider taking out a subscription to one or both of the following magazines: *The English & Media Magazine* and *The English Review*.
- You may be required to attend one or two theatrical performances and one or two revision conferences.
- There may be charges for guest speakers.

## **FURTHER INFORMATION ON SPECIFICATIONS**

OCR provides specimen examination papers which we recommend you investigate.

Go to <http://www.ocr.org.uk>

## ***EAL***

### ***The International English Language Testing System (IELTS)***

***University of Cambridge ESOL Examinations; IELTS Australia; British Council***

***Mr S Forrester***

***An IELTS course over one year***

#### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING IELTS IN THE SIXTH FORM?**

- You will need to have passed the Kingswood School EAL Entrance Examination.

#### **WHAT WILL I LEARN?**

Students will:

- learn to use reading sub-skills, such as skimming and scanning to be able to improve their reading speed and ability to locate specific information;
- learn to use higher level reading skills, such as inferring meaning from context and text attack skills to accurately guess the meanings of new vocabulary;
- expand their general and topic specific vocabulary;
- improve their skills in writing academic essays;
- learn to describe processes and transfer information from graphs and pictures into text;
- improve their spoken fluency and aural comprehension.

#### **FOR WHOM IS THIS COURSE SUITABLE?**

- You need to take the IELTS course if you are a student who has English as a second or additional language and is working at, or below, level B2 of the Common European Framework for Reference of Languages. This course is also suitable for students with a higher level of English language proficiency, who wish to acquire the skills necessary to obtain a high level band score in the IELTS examination. IELTS is the English language qualification most recognised by British universities; therefore, it is *essential* that students wishing to undertake a higher education qualification at a British institution complete this course.

#### **WHAT TOPICS ARE COVERED IN THE COURSE?**

- The IELTS examination will test a student's ability to comprehend, write on and speak about a wide range of general topics. These topics include leisure activities, education, technology, the workplace, climate and the environment, globalisation and tourism.

#### **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?**

IELTS uses a unique nine-point scoring system to measure and report test scores in a consistent manner. Candidates receive scores for each language skill (listening, reading, writing and speaking) and an overall band score on a band scale from one to nine.

#### **Academic Reading**

The IELTS Academic Reading has 3 passages and 40 items (questions). The number of items for any one passage may vary. Each item is worth one mark. The IELTS Academic Reading takes 60 minutes to complete. Candidates transfer their answers onto the answer sheet as they work through the test. The passages used in the test are based on authentic texts, and are taken from sources such as magazines, journals, books and newspapers. They are designed to present the candidate with materials

similar to those which they might need to read on a university course. In the Academic Reading section of the paper, students will encounter a number of different task types, including: multiple choice, short-answer questions, sentence completion, notes, summary or table/flow-chart completion, labeling a diagram, choosing headings for paragraphs or sections of a text, locating information, identification of writer's views/claims or of information in a text, classification and matching.

## **Academic Writing**

IELTS Academic Writing lasts a total of 60 minutes. It consists of 2 tasks (Writing Task 1 and Writing Task 2) and candidates must answer BOTH tasks. Students are advised to spend 20 minutes on Task 1 and 40 minutes on Task 2. They must complete both tasks in one hour. For Writing Task 1 candidates are given some visual information which may be presented in the form of one or more related diagrams, charts, graphs or tables. Candidates are asked to describe the information or data. They must write at least 150 words on this task. For Writing Task 2, candidates are presented with an opinion, problem or issue which they must discuss. They may be asked to present the solution to a problem, present and justify an opinion, compare and contrast evidence or opinions, or evaluate and challenge an argument or idea. Candidates must write at least 250 words and are advised to spend 40 minutes on this task. Tasks 1 & 2 will be marked on the following criteria: task achievement, coherence and cohesion, lexical resource and grammar range and accuracy.

## **Listening**

IELTS Listening has four sections, each with 10 items (or questions). Each item is worth one mark. The items are designed so that the answers appear in order in the listening passage. During the test, time is given for candidates to read the questions and write down and check their answers. Answers are written on the question paper as candidates listen. When the tape ends, ten minutes are allowed for candidates to transfer their answers onto an Answer Sheet. The first two sections of the Listening paper task the students with answering questions about social dialogue. The third and fourth sections use dialogue more closely related to educational or training contexts.

In IELTS Listening, students will encounter a number of different task types, including: forms/notes/table/flow-chart/summary completion, multiple sentence completion, labeling a diagram/plan/map, short-answer questions and matching. Each section of the listening paper is played ONCE only. The recordings include a range of accents, including British, Australian, New Zealand and American.

## **Speaking**

IELTS Speaking is a one-to-one interaction between the candidate and an examiner. The speaking test is divided into three sections:

### **1. Introduction and interview.**

After introductions and identity check, the examiner asks the candidate questions about familiar topics. This section lasts for 4 – 5 minutes.

### **2. Extended speaking.**

The candidate receives a task card with a topic. S/He then has 1 minute to prepare and make notes before speaking about the topic for 1 to 2 minutes.

### 3. Discussion.

The examiner discusses with the candidate more abstract aspects of the topic in Part 2. This section lasts for 2-3 minutes.

#### **FURTHER INFORMATION ON SPECIFICATIONS**

The IELTS website is the best source of information for students looking for specimen material and can be located at: <http://www.ielts.org/>

# **GEOGRAPHY**

**WJEC**

*Mrs D Jenner*

*An AS course over one year or an A Level over two years.*

## **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING GEOGRAPHY IN THE SIXTH FORM?**

A minimum B grade at GCSE is recommended for Geography in the sixth form although if you have commitment and interest it may be possible to study Geography with a C grade. Occasionally, students have studied Geography at A level who have not completed a GCSE in the subject.

## **WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?**

- Students who have an interest in natural and human environments and their interactions
- Students who wish to understand and discuss geographical issues facing the world today
- Students who enjoy using a wide range of skills and resources in their learning
- Students who relish the opportunity for independent learning and research on geographical topics that interest them

## **WHAT WILL I LEARN AND WHAT IS THE NATURE OF THE EXAMINATION?**

**AS (Advanced Subsidiary):** The AS consists of two units:

- **Investigating Changes in Physical Geography** (climate change, tectonics and hydrology)  
**50% of AS or 25% of A Level**
- **Investigating Changes in Human Geography** (population and settlement)  
**50% of AS or 25% of A Level**

There are three questions on each module. All questions are three part, structured, data response questions.

**A2:** Two more units are added to complete the A level qualification:

- **Contemporary Themes and Research in Geography** **30% of A Level**
- **Sustainability** (applied to food, water, energy and cities) **20% of A Level**

At A2, both modules contain some synoptic assessment that tests candidates' understanding of the connections between the different elements of the subject and their ability to 'think like a geographer'. Most questions require essay responses but there will also be some decision-making exercises.

## **WHAT ABOUT FIELDWORK?**

In the WJEC course there is a strong emphasis on geographical investigations. These involve planning and executing a number of practical investigations through primary data collection. It is an expectation that some parts of the specification will be taught through fieldwork. This is assessed as part of the examination rather than as a piece of coursework. It is therefore necessary to complete a number of fieldwork days, both locally and further afield. There will be residential fieldtrips within the UK (costing between £100 - £200) in both the lower and upper sixth.

## **WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

Geography can be combined with any subject in the curriculum. It is a versatile qualification, both as an A level and a degree subject. A Geography degree is regarded very highly in the business world, and Geography graduates are very employable. This is because Geographers develop many transferable skills including communication, through succinct report-writing; analytical skills, dealing with complex and controversial issues; application of number; problem solving; ICT; working with

others and independent learning. It can also lead to related careers: e.g. in environmental management, urban and rural planning, water management.

**FURTHER INFORMATION ON THE SPECIFICATION**

Go to <http://wjec.co.uk>

# **GOVERNMENT AND POLITICS**

*Edexcel*

*Mr P MacDonald*

*An AS course over one year or an A level over two years.*

## **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING GOVERNMENT AND POLITICS IN THE SIXTH FORM?**

It is expected that students embarking on a sixth form course in Government and Politics will have a B grade or better at GCSE in English and/or History.

Government and Politics is a subject that requires students to analyse political systems and debate contemporary political issues. Students should feel confident in their ability to communicate their ideas on paper and have a desire to discuss and test their thinking with others. An interest in current affairs is essential.

## **WHAT WILL I LEARN?**

Students will be able to:

- develop knowledge and understanding of the British and American political systems;
- formulate their own views on contemporary political developments;
- express their ideas in debate and discussion;
- develop their ability to construct an argument in essay form;
- compare and contrast different political systems, drawing general conclusions about the democratic political process;
- develop an understanding of the world today and the issues that shape the news.

## **WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?**

- Students who enjoy debate and discussion
- Students who want to become informed about the issues confronting the world today
- Students who enjoy following contemporary developments in the news
- Students who want to develop their ability to organise information and construct persuasive and informed arguments both orally and on paper

## **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?**

**AS (Advanced Subsidiary)** The AS consists of two units:

### **Unit 1: People and Politics (1 hour 20 minutes)**

**50% of AS or 25% of A Level**

A study of political participation in the United Kingdom, examining elections, political parties and pressure groups. Candidates answer two three-part questions

### **Unit 2: Governing the UK (1 hour 20 minutes)**

**50% of AS or 25% of A Level**

A study of Parliament, the Prime Minister and Cabinet, the Judiciary, Civil Liberties and the Constitution. Candidates answer one three-part stimulus-based question, followed by an extended question.

**A2:** Two more units are added to complete the A level qualification:

### **Unit 3: Representation in the USA (1 hour 30 minutes)**

**25% of A Level**

A study of elections, parties, pressure groups and racial and ethnic politics in the United States. Candidates answer three short-answer questions followed by an essay question.

**Unit 4: Governing the USA (1 hour 30 minutes)**

**25% of A Level**

A study of the US Constitution, the Presidency, Congress and the Supreme Court. Candidates answer three short-answer questions followed by an essay question.

**WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

An A level in Government and Politics is a well-respected qualification that provides a good basis for entry to a wide range of higher education courses and careers. Students with an A level in Government and Politics can be found in a range of professions; it is of particular relevance to those seeking a career in the law, journalism and business.

**FURTHER INFORMATION ON SPECIFICATIONS**

Edexcel provides specimen examination papers which we recommend you investigate.

Go to <http://www.edexcel.org.uk>

# ***HISTORY***

## ***OCR***

***Mr P MacDonald***

*An AS course over one year or an A level over two years.*

### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING HISTORY IN THE SIXTH FORM?**

It is expected that students taking History in the Sixth Form will have a B grade or better in History and/or English at GCSE.

History is a subject which requires students to analyse problems and construct arguments. You should feel confident in your ability to communicate your ideas effectively on paper and have a willingness to read about the past in order to develop your understanding.

### **WHAT WILL I LEARN?**

Students will be able to:

- acquire knowledge and understanding of contrasting periods of History;
- develop an understanding of the complexities of historical causation and significance;
- strengthen their ability to use critically a range of sources to evaluate historical problems;
- assess different interpretations of the past and develop their own views;
- express their ideas through discussion and writing;
- develop an interest in and enthusiasm for History.

### **WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?**

- Students who enjoy reading and writing about the past
- Students who are keen to learn about new periods of history
- Students who want to develop their own ideas about the past and to test their thinking in discussion
- Students who want to learn how to produce successful essays
- Students who want the opportunity to investigate an historical problem of their own choosing
- Students who want to learn how to evaluate information and reach informed conclusions

### **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?**

**AS (Advanced Subsidiary):** The AS consists of two units:

#### **Unit 1: Document Study (1 hour 30 minutes)**

**50% of AS or 25% of A Level**

A study of medieval or early modern English History through historical sources. Candidates answer one two-part question based on a selection of five sources.

#### **Unit 2: Period Study (1 hour 30 minutes)**

**50% of AS or 25% of A Level**

A study of medieval, early modern or modern European or World History. Candidates answer two essay questions from a choice of three.

**A2:** Two more units are added to complete the A level qualification:

#### **Unit 3: Themes in History (2 hours)**

**30% of A Level**

A study of continuity and change across a period of over 100 years. Candidates write two essays from a choice of three.

**Unit 4: Historical Interpretations and Investigations Coursework****20% of A Level**

Candidates produce two extended essays (max. 2000 words each). One should focus on historical interpretations, based on a taught course, and the other should investigate an historical problem.

**WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

History is a popular and well-respected qualification which provides a good basis for entry to a wide range of university courses and careers. Students with an A level in History can be found in all walks of life and, in particular, it provides a first rate foundation for those seeking a career in law, journalism and business.

**FURTHER INFORMATION ON SPECIFICATIONS**

OCR provides specimen examination papers which we recommend you investigate.

Go to <http://www.ocr.org.uk>

# ***INFORMATION COMMUNICATIONS TECHNOLOGY***

## ***OCR***

***Mrs C Sergeant***

***An AS course over one year or an A level over two years.***

### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING INFORMATION COMMUNICATIONS TECHNOLOGY IN THE SIXTH FORM?**

- You need to have passed GCSE (or an equivalent examination) at B grade or better in Mathematics and English
- A Level 2 ICT qualification (e.g. GCSE ICT, ½ GCSE, Key Skills Level 2, European Computer Driving Licence) is desirable but not essential for this course
- You should be prepared to spend time developing practical skills in a range of software applications, including databases, graphics, spreadsheets, web design and word processing.

### **WHAT WILL I LEARN?**

- to develop an understanding of the use of ICT in processing data in a variety of organisations and situations
- to develop an understanding of the effects of the use of ICT on the data processing and communications systems within and between organisations and individuals
- to develop an understanding of the range of hardware and software tools that may be used to create an effective ICT system
- to develop an understanding of the principles of human-computer communication and computer-computer communications which result in advanced systems
- to acquire the skills necessary to tailor applications software to meet the needs of given situations and users
- to develop skills of analysis and design when faced with new problems that may yield to an ICT solution
- to be systematic in the production of solutions with testing, evaluation and documentation that is appropriate both to the users of the system and those who have to maintain it
- to develop your capacity to apply knowledge learnt to different contexts
- to develop project and time management skills and communication skills when producing solutions for a third party

### **WHAT KIND OF STUDENT IS THE COURSE SUITABLE FOR?**

- students who have an interest in advances in technology
- students who have an interest in the different ways in which technology is used to communicate information
- students who have an interest in solving problems using information technology
- students who wish to broaden their sixth form study by the inclusion of a technology subject for interest and give a greater range of options for higher education
- students who want to use ICT to support other qualifications. A qualification in ICT combines well with many subjects, including those that benefit from an ability to obtain, manipulate, present and communicate information. It also goes well with subjects that contain analytical, scientific and technological aspects

## **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?**

**AS (Advanced Subsidiary):** The AS consists of two units:

### **Unit G061: (2 hours)**

**60% of AS or 30% of A Level**

Information, Systems and Applications provides candidates with an understanding of the core aspects of ICT systems. It also provides candidates with opportunities to acquire and apply skills, knowledge and understanding of the way standard software applications software is used in different contexts.

### **Unit G062: Coursework**

**40% of AS or 20% of A Level**

Structured practical ICT tasks provide candidates with opportunities to apply skills, knowledge and understanding from Unit G061 in a practical way. The structured practical ICT tasks examine the skills of design, testing, implementation and documentation; thus they prepare candidates for the requirements of the ICT Project, in the A2 half of the GCE, which requires the integration of these elements in response to an identified need. Tasks require the use of an Information and Communication Technology system in their solution based on the use of an appropriate applications package(s).

**A2:** Two more units are added to complete the A level qualification:

### **Unit G063: (2 hours)**

**30% of A Level**

ICT Systems, Applications and Implications extends knowledge and understanding of concepts related to ICT systems. Some concepts previously encountered in Unit G061 are developed in greater depth, while new concepts are introduced and implications of IT in business. The unit covers communications between computers and interaction between humans and computers, and the converging technologies of IT and data communications. It also covers use of information in organisations, management of change, advanced database systems and project management.

### **Unit G064: Coursework**

**20% of A Level**

ICT Project requires candidates to identify a well-defined problem, involving a third party user, and to generate a solution using ICT. As for Unit G062, this is carried out using applications software or other appropriate software chosen by the candidate. The unit requires candidates to develop an ICT solution to a real-life problem. The problem is formulated through negotiation between the candidate and the teacher and involves the skills of analysis, design, testing, implementation and evaluation.

## **WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

With a qualification in ICT you could go on to higher education or work in one of the many vocational areas emerging to reflect the importance of information technology in the modern world based on the use of an appropriate applications package.

## **FURTHER INFORMATION ON SPECIFICATIONS**

OCR provides specimen examination papers which we recommend you investigate.

Go to <http://www.ocr.org.uk>

# **LATIN**

## **OCR**

*Mrs S Dakin*

*An AS course over one year or an A level over two years.*

### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING LATIN IN THE SIXTH FORM?**

You will need to have attained a B grade or higher at GCSE Latin. Experience tells us that if you achieve grade A or A\* at GCSE, you should achieve a high grade at A Level. The course involves the study of set-texts and the learning of the grammar continues.

### **WHAT WILL I LEARN?**

What the course teaches is a thorough understanding of the structure and syntax of the language, so essential for a clear knowledge of English and the Romance languages. You will read some of the world's greatest literature, explore controversial issues, develop your intellect and hone your academic skills. It really is a once in a lifetime opportunity!

- The bulk of the work will involve the study of set texts such as Catullus, Horace, Ovid, or Virgil.
- Skills in literary criticism are developed during the year; we study style and language in detail, as well as translating.
- There is very little 'new' grammar at A level. You will have learnt almost all of the grammar for the GCSE examination. However, in Year 12 you will revise the grammar of the language thoroughly with the aim of removing all vagueness.
- Though the course is primarily literary, close attention is paid to cultural background, learning as much as possible about Roman society, and building on the background work of the GCSE course.

### **WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?**

- students who are linguistically gifted
- students with a developing love for literature
- students who are not scared of hard work

Latin combines well with almost all A level subjects – English, History, Mathematics, Physics, Chemistry, Biology, Modern Languages and Religious Studies to name but a few!

### **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?**

**AS (Advanced Subsidiary):** The AS consists of two units:

#### **Unit 1: Latin Verse and Prose Literature**

##### **50% of AS or 25% of A Level**

You will be asked to comment upon and analyse prescribed verse and prose set texts. This year the set authors will be Ovid and Cicero.

#### **Unit 2: Latin Language**

##### **50% of AS or 25% of A Level**

For this paper, you will be given a short passage of Latin prose to translate. You will practise translation skills reading widely from the works of the prescribed author (Cicero) and you will be provided with a vocabulary list which contains all the words you need to know for the paper.

**A2:** Two more units are added to complete the A level qualification:

**Unit 3: Latin Verse**

**25% of A Level**

You will have to answer comprehension questions on a set verse author, usually Virgil. There will also be a passage of unseen translation from the works of Ovid.

**Unit 4: Latin Prose**

**25% of A Level**

You will be asked to analyse and comment upon a prescribed prose text; this year it will be Tacitus. In addition, you will have to translate an unseen piece of Latin prose. This year's unseen prose author will be Caesar.

**WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

A vast number of things! Whether combined with Greek or not, a degree in Classics or Classical Civilisation is an obvious choice, but a free-standing A level in Latin carries a great deal of academic clout with Admissions tutors. It forms an excellent base for courses in English, Modern Languages, Law, History, Philosophy: in fact, anything at all on the Arts and Humanities side. The skills of discipline and clear thinking that an A level in Latin requires are in demand by employers and universities alike. But, without a doubt, the main reason for choosing an A level in Latin is to read the wonderful literature.

**FURTHER INFORMATION ON SPECIFICATIONS**

OCR provides specimen examination papers which we recommend you investigate.

Go to <http://www.ocr.org.uk>

# ***MATHEMATICS & FURTHER MATHEMATICS***

***Edexcel***

***Mr G Musto***

*An AS course over one year or an A level over two years.*

## **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING MATHEMATICS IN THE SIXTH FORM ?**

### **Entry to the AS course**

Much of the subject matter required by AS candidates is contained within the Higher Tier EdExcel GCSE syllabus. **So any student who has only studied mathematics at Foundation tier GCSE will not be considered for the AS course.** The claim that Mathematics is a very taxing subject at A level has been highlighted by recent media coverage. Indeed, in recognition of this fact, examination boards under QCA guidance have altered the subject content. Thus, in order to succeed at AS it is normally expected that students will have achieved either a grade A or A\* at GCSE.

### **Entry to the AS Further Mathematics course**

This course is normally reserved for the best Mathematicians in the school, and students wishing to study Mathematics at this level should give due consideration to this fact, especially those students new to Kingswood in the Sixth Form. ***Therefore, students who do not achieve a good A grade or an A\* at GCSE will not be considered for this course.***

### **Subsequent entry to the A2 course**

The subject matter within the core of the A2 course is significantly more difficult than material within the first year of study. Thus, students wishing to continue with Mathematics into the Upper Sixth must show sufficient commitment to the course throughout their AS course and have achieved at least a C grade at AS.

Similarly, because of the nature of the course, entry on to the Further Mathematics course at A2 must be quite demanding if students are to succeed. Students again need to show sufficient commitment to the dual course during the AS year, and achieve mostly A or B grades in their six Mathematics units in the June of the Lower Sixth. Also it is important to note that, due to the “cashing in” requirements for AS Further Mathematics, Kingswood students sit six modules at the end of the lower sixth form, and will be awarded two AS grades. This is normal procedure.

## **WHAT WILL I LEARN?**

During the course there will be opportunities for students to experience the following:

- recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of contexts;
- construct rigorous mathematical arguments and proofs through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions, including the construction of extended arguments for handling substantial problems presented in unstructured form;
- recall, select and use their knowledge of standard mathematical models to represent situations in the real world; recognize and understand given representations involving standard models; present and interpret results from such models in terms of the original situation, including discussion of the assumptions made and refinement of such models;
- comprehend translations of realistic contexts into mathematics; use the results of calculations to make predictions, or comment on the context; and, where appropriate, read critically and comprehend longer mathematical arguments;
- use contemporary technology and other permitted resources (such as formulae booklets) accurately and efficiently; understand when not to use such technology, and its limitations. Give answers to appropriate accuracy.

## WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?

The units will enrich students who enjoy the challenges of mathematics and enable them to:

- develop their confidence and gain enjoyment;
- extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems;
- develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected;
- recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved;
- use mathematics as an effective means of communication;
- read and comprehend mathematical arguments and articles concerning applications of mathematics;
- develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general;
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

## WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?

There are 12 units taught at Kingswood, each designated as either AS or A2 units. The full Advanced GCE specification consists of six units, the Advanced Subsidiary specification of three units. These can be chosen from the twelve units available dependent on other AS subject choices. Different combinations of units lead to different titles. All units consist of just one written paper and are equally weighted. All examination papers last 1 hour 30 minutes. All examination papers are out of 75 marks.

**Further Mathematics requires the student to study a further six modules, three of which must include FP1 – FP3. .**

### Units studied at Kingswood

**C1-C4:** coordinate geometry in the  $(x, y)$  plane; sequences and series; differentiation; integration; trigonometry; exponentials and logarithms; numerical methods; vectors.

**FP1 – FP3:** Inequalities; series; complex numbers; numerical solution of equations; first order differential equations; second order differential equations; polar coordinates; coordinate systems; hyperbolic functions; differentiation; integration; complex numbers; matrix algebra; vectors; Maclaurin and Taylor series; numerical methods; proof.

**M1-M2:** Mathematical models in mechanics; vectors in mechanics; dynamics of a particle moving in a straight line or plane; statistics of a particle; moments; kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statistics of rigid bodies.

**S1-S2:** Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution; the Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.

**D1:** Algorithms; algorithms on graphs; the route inspection problem; critical path analysis; linear programming; matchings.

## WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?

Success in A level Maths is very highly regarded in higher education as well as by employers, so it is a very valuable qualification. Many of the techniques found within Mathematics make a very useful contribution to other subjects, particularly scientific, although its interpretive potential has great application in many social science and quantitative research courses. Intrinsically the order, discipline and logical processes within the Mathematics course are immensely satisfying and rewarding to those who can master them.

Kingswood students regularly take up places at Oxbridge and Russell group Universities to read Mathematics; twenty have taken up places in the past four years, five either at Oxford or Cambridge.

**FURTHER INFORMATION ON SPECIFICATIONS**

Edexcel provides specimen examination papers which we recommend you investigate.

Go to <http://www.edexcel.org.uk>

# **MODERN LANGUAGES: FRENCH; GERMAN; SPANISH**

**AQA**

**Mr R Duke (Head of Faculty)**

*An AS course over one year or an A level course over two years.*

## **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING MODERN LANGUAGES IN THE SIXTH FORM?**

- You need to have passed GCSE at grade A or A\* in the target language. It is possible to succeed with a grade B at GCSE, but you will need to be more determined from the outset.
- You need to be interested in the culture and way of life of the countries where the target language is spoken; it is likely you will want to spend time there on an educational visit or exchange
- You will need to take a positive interest in current affairs and in ethical issues in general.
- There is an **expectation** that pupils opting for a language at A level will participate in an exchange at least once over the two years' course. The exchange offers the best possible way to put the target language into practice and is an essential part of studying languages at this level. It offers not only excellent linguistic opportunities, but also the chance to experience and enjoy the culture of the host country.

## **WHAT WILL I LEARN?**

Students will learn to:

- develop understanding of the spoken and written forms of the foreign language from a variety of registers;
- communicate confidently, clearly and imaginatively in the foreign language through both the spoken and the written word, using complex and varied language increasingly accurately;
- increase their sensitivity to language and language learning;
- develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries or communities where the target foreign language is spoken;
- develop positive attitudes to language learning;
- provide a suitable foundation for further study of the target language, at degree level or equivalent.

## **FOR WHOM IS THIS COURSE SUITABLE?**

- students who are interested in facts and opinions, and like talking about them
- students who are interested in intellectual and cultural pursuits
- students who have a positive concern for ethical issues
- students who are interested in travel, holidaying or working abroad

Competence in a foreign language is a useful and satisfying skill in itself but it opens up many other opportunities, academic, professional and social. A modern foreign language is the most versatile and useful subject a student could possibly choose in the sixth form. There is no combination of subjects that is not enhanced by the addition of a modern foreign language: a language combines well with History, Politics, English, Theology, Geography and other humanities, but is equally useful as a complement to Music, Mathematics, the Sciences or Economics & Business Studies.

## **WHAT TOPICS ARE COVERED IN THE AS COURSE?**

There are four main topics which are then subdivided as follows:

1. Media: television advertising & communication technology.
2. Popular Culture: cinema, music & fashion/trends.
3. Healthy Living/lifestyle: sport/exercise, holidays & healthy living and well-being.



During at least one of the two years, you will have the opportunity to have weekly lessons with a native speaker. In 2012-2013, Kingswood will be employing language assistants from Germany and France. These assistants may also be involved in some mainstream lessons, working in tandem with staff in the languages faculty.

### **WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

The range of options is vast.

You could rest on your laurels: an AS level (and, even more, an A level) is a qualification in its own right, and will in any event enhance your prospects of employment even if you do not pursue your study of the language after leaving school. Whether you choose to work in Britain or abroad, the additional qualification of a language will be significant in any occupation.

You could choose to make a language part of your degree course. You might wish to continue one which you have studied to A level, or to start one or more others from scratch. You can combine two or more languages in a degree course, or a language (or languages) with almost any other subject, with a view to being qualified in, for example, law or business studies, or marketing or engineering *and* being capable of working in that field in a foreign country, or for a foreign company, or with foreign colleagues.

You could choose to specialise in a language or languages, and follow one of the several distinct types of language degree courses. These range from mainly literary courses, to courses where the emphasis is on the practical use of the language. Students of modern foreign languages are well placed to qualify for sponsorship at university.

### **FURTHER INFORMATION ON SPECIFICATIONS**

AQA provides specimen examination papers and listening material which we recommend you investigate.

For French go to [http://web.aqa.org.uk/qual/gce/languages/french\\_materials.php?id=09&prev=09](http://web.aqa.org.uk/qual/gce/languages/french_materials.php?id=09&prev=09)

For German go to [http://web.aqa.org.uk/qual/gce/languages/german\\_materials.php?id=09&prev=09](http://web.aqa.org.uk/qual/gce/languages/german_materials.php?id=09&prev=09)

For Spanish go to [http://web.aqa.org.uk/qual/gce/languages/spanish\\_materials.php?id=09&prev=09](http://web.aqa.org.uk/qual/gce/languages/spanish_materials.php?id=09&prev=09)

# MUSIC

## OCR

*Mr R Mainwaring*

*An AS course over one year or an A level over two years.*

### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING MUSIC IN THE SIXTH FORM?**

You will need at least an A grade at GCSE Music and one instrument (this could be voice) at Grade 5 standard. You will also be expected to have a substantial theoretical knowledge – a minimum would be an understanding of around Grade 4 standard. You will need to have an open mind to a variety of musical styles, and should start the course with a broad range of listening experience. Many students are anxious about the composing requirements – do not be. If you have fulfilled the criteria above, diligence and a little imagination will allow you to succeed. You will be expected to contribute fully to the range of ensembles and performances that the school provides and, ideally, you should be performing in ensembles of a higher standard, e.g. county level. *The Music Department will expect all students to contribute to the musical life of the school, through both small and large ensembles, eg. Senior Orchestra, Senior Choir etc.*

### **WHAT WILL I LEARN?**

Students will be able to:

- develop more advanced performing skills through a range of opportunities including internal and external solo and ensemble performances and studio recordings;
- compose music and develop a sense of their own style;
- study the works and styles of other composers and write appropriate pastiche;
- develop further skills in aural perception and to listen with a more analytical ear;
- gain a further understanding of elements of Western Art music and music from around the world, and to place these in a broader historical perspective;
- enhance understanding of the fundamentals of music including harmony, melody, rhythm, structure, and texture and timbre.

### **WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?**

- students who love performing and/or composing
- students who have an open mind
- students who are self-motivated and can work to deadlines for concerts, studio sessions etc.
- students who can overcome problems with creative solutions
- students who constantly listen to music

### **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?**

**AS (Advanced Subsidiary):** The AS consists of three units:

#### **Unit 1: Performing Music 1**

**40% of AS, 20% of Advanced GCE**

This unit provides students with opportunities to perform as a soloist and/or in ensembles. Teachers and students are free to choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of an 8 minute externally-assessed performance. Notated and/or improvised performances may be

submitted. Pupils will then opt for one of two *Further Performing* choices: second instrument; ensemble/duet/accompanying; performing one's own compositions, or improvising. *We will also expect you to perform at least 4 public solos and/or ensembles at around Grade 5/6 level in this area of the course.*

### **Unit 2: Composing 1**

**30% of AS, 15% of Advanced GCE**

This unit encourages students to develop their composition skills through both free and more traditional pastiche exercises. Section A (The Language of Western Tonal Harmony) will require the completion and submission of seven set exercises exploring traditional harmony. Section B (Instrumental Techniques) will allow students to **either** compose **or** arrange in any style, utilising an ensemble of between 4 and 10 players. Students must complete **both** a detailed score and recording.

### **Unit 3: Introduction to Historical Study in Music**

**30% of AS, 15% of Advanced GCE**

This unit concerns listening to music and understanding how it works. The first two sections will focus on specific historical areas of study, exploring both prescribed set works and non-prescribed music from these eras. In the third section, students will sit an aural perception examination which will explore harmonic and tonal features, as well as the expressive use of instruments.

**A2:** Three more units are added to complete the A level qualification:

### **Unit 4: Performing Music 2 (Interpretation)**

**40% of A2, 20% of Advanced GCE**

This unit provides students with opportunities to extend their performance skills as a soloist and/or as part of an ensemble. Teachers and students are free to choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a 15 minute assessed performance of a balanced programme of music. Notated and/or improvised performances may be submitted. *We will expect you to perform at least 4 public solos and/or ensembles at around Grade 7/8 level in this area of the course.*

### **Unit 5: Composing 2**

**30% of A2, 15% of Advanced GCE**

The Composition section further develops students' composition skills, leading to the creation of a final four-minute piece to a chosen brief. The Technical Study section builds on the knowledge and awareness of harmony gained at AS Level through the medium of pastiche studies, leading to the completion of eight set exercises.

### **Unit 6: Historical and Analytical Studies in Music**

**30% of A2, 15% of Advanced GCE**

This unit concerns listening to music - familiar and unfamiliar - and understanding how it works. Historical eras provide the focus for much of the unit. Students should also listen to a wide range of unfamiliar music related to the unit's two compulsory areas of study. They should learn how to deconstruct and contextualise music, and identify harmonic and tonal features.

## **WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

As music is one of the largest industries in the UK, there are job opportunities in many different fields. A life of performing/composing is tough, but with talent, tenacity and luck many succeed. However, for those who would like to study music but not pursue such a career, music offers a range of skills that are necessary in most occupations that require:

- self-motivation and an ability to work to deadlines
- the solving of problems through creativity and imagination
- real-time decision making, management of nerves, team skills, attention to detail, self-discipline, the ability to present a public face, through speeches, presentations etc.

**FURTHER INFORMATION ON SPECIFICATIONS**

OCR provides specimen examination papers which we recommend you investigate.

Go to <http://www.ocr.org.uk>

# ***PHYSICS***

## ***AQA Specification A***

### ***Mr Richard Burton***

*An AS course over one year or an A level over two years.*

#### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING PHYSICS IN THE SIXTH FORM?**

We would normally expect grade A or A\* in GCSE Physics or in GCSE Core and Additional Science for entry onto the AS Physics course. It is helpful, though not essential, for students to be studying Mathematics at AS level, as there is considerable overlap of the material and a fluency in mathematical techniques is a great asset for a Physicist.

#### **WHAT WILL I LEARN?**

Students will learn to:

- develop essential knowledge and understanding in physics, and the applications of physics, and the skills needed for the use of this in new and changing situations;
- develop an understanding of the link between theory and experiment;
- appreciate how physics has developed and is used in present day society;
- show the importance of physics as a human endeavour, which interacts with social; philosophical, economic and industrial matters;
- sustain and develop enjoyment of, and interest in, physics;
- recognise the quantitative nature of physics and understand how mathematical expressions relate to physical principles;
- study how scientific models develop;
- present the results of experimental work, research tasks and written tasks using a variety of media.

#### **WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?**

- Students who have a desire to understand the world around them
- Students with an enquiring mind
- Students who are able to apply knowledge they have gained and mathematical techniques to solve problems of a scientific, technological or social nature
- Students who enjoy learning through experimental work
- Students who are able to evaluate and improve experimental procedures
- Students who can communicate effectively
- Students who want to gain a highly regarded qualification, which can lead to a wide range of careers

#### **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GET MY QUALIFICATION?**

We will study the AQA GCE Physics A specification, a qualification which dovetails with the AQA GCSE courses which we are presently studying. A brief outline is given over the page:

**AS (Advanced Subsidiary):** The AS consists of three units:

**Unit 1 Particles, Quantum Phenomena and Electricity**     **1½hours**     **40% of AS or 20% of A2**  
**Written paper**

Content includes: Atoms and nuclei, fundamental particles, their interactions and classification. Photoelectric effect, energy levels in atoms and wave particle duality. Electricity, including: electrical quantities, resistivity, circuits and components and alternating currents.

**Unit 2 Mechanics, Materials and Waves**     **1½hours**     **40% of AS or 20% of A2**  
**Written Paper**

Content includes: straight line and projectile motion, Newton's laws, energy and power. Properties of materials. Wave properties including: refraction diffraction and interference.

**Unit 3 Investigative and Practical skills in AS Physics**     **20% of AS or 10% of A2**

In lessons: designing, carrying out, analysing and evaluating practical work.

**A2:** Three more units are added to complete the A level qualification:

**Unit 4: Fields and Further mechanics**     **1¾hours**     **20% of A Level**

Multiple choice and Written Paper

Content includes: Momentum, circular and simple harmonic motion. Gravitational, electric and magnetic fields, capacitors, electromagnetic induction.

**Unit 5: Section A: Nuclear and Thermal Physics**

**Section B: Option units**     **1¾hours**     **20% of A Level**

Section A content includes: Probing the nucleus, radioactivity, nuclear instability and energy, thermal properties of materials, ideal gases and kinetic theory.

Section B: Option units, choice of one topic from: Astrophysics, Medical Physics, Applied Physics or Turning Points in Physics.

**Unit 6: Investigative and Practical skills in A2 Physics**     **20% of AS or 10% of A2**

In lessons: designing, carrying out, analysing and evaluating practical work

**WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

Knowledge of physics is essential if you want to:

- Solve crimes
- Devise new construction materials
- Design better cars
- Forecast the weather
- Detect art frauds
- Put a satellite into orbit
- Detect and destroy tumours in the body
- See how unborn babies are developing
- Work in the communications industry
- Date archaeological remains
- Generate cheap energy from waves wind or sunlight
- Design and build computers
- Control pollution
- Improve someone's hearing or eyesight

A qualification in Physics at AS or A2 can help students to access a wide range of courses in Science or Engineering in higher education establishments. **If you are considering studying Physics or engineering at some of the more academic universities you may be expected to study Mathematics and Further Mathematics at AS and A2 level. It is essential that you explore University entrance requirements to ascertain what should be studied at A level.**

A post –16 qualification in Physics is highly respected in its own right and may open many doors for you. Students develop a wide range of skills during their study and this has led to physicists being valued in diverse career areas such as finance or law. Many physicists don't actually do Physics but apply their skills in other professions. In fact, physicists do anything which involves understanding and using natural materials and processes.

#### **FURTHER INFORMATION ON SPECIFICATIONS**

AQA provides specimen examination papers which we recommend you investigate.

Go to <http://www.aqa.org.uk>

# ***PSYCHOLOGY***

*Edexcel*

*Mrs C Edwards*

*An AS course over one year or an A Level over two years.*

## **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING PSYCHOLOGY IN THE SIXTH FORM?**

Psychology is the study of how the mind works and the reasons why people behave as they do. Students are required to analyse various approaches to psychology and use scientific methods to investigate and develop an understanding of both their own and others behaviours.

No prior knowledge of the subject is required but it is expected that students have a minimum of B grades in English, Mathematics and Biology at GCSE.

## **WHAT WILL I LEARN?**

Students will learn to:

- appreciate the scientific nature of Psychology;
- engage in contemporary debates through an understanding of research;
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of Psychology;
- assess the validity and relevance of information.

## **WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?**

- students who have an interest in human behaviour and who wish to understand the reasons behind it
- students who are able to interpret and form independent judgements about various different approaches to Psychology
- students who enjoy carrying out practical techniques and are able to record and communicate valid observations and measurements

## **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?**

**AS (Advanced Subsidiary):** The AS consists of two units:

**Unit 1: Social and Cognitive Psychology (1 hour and 20 minutes)**

**40% of AS and 20% of A Level**

This unit introduces the social and cognitive approaches to Psychology. It is divided into two parts; Social Psychology: obedience and prejudice and Cognitive Psychology: memory and forgetting.

## **Unit 2: Understanding the Individual (1 hour and 40 minutes)**

**60% of AS and 30% of A Level**

This unit introduces the Psychodynamic, the Biological and the Learning approaches to Psychology. It aims to develop students' understanding of the psychological issues of development, individual difference and biology.

Both AS examinations consist of objective test items, a section of short-answer questions and a section of extended writing.

**A2:** Two more units are added to complete the A level qualification:

## **Unit 3: Applications of Psychology (1 hour and 30 minutes)**

**20% of A Level**

This unit enables students to study how Psychology can be applied to the real world. Students must select two of the following applications: criminal psychology; child psychology; health psychology; substance misuse and sport psychology.

## **Unit 4: How Psychology Works ((2 hours)**

**30% of A Level**

This unit focuses on the debates between approaches within contemporary Psychology. Students will also study aspects of clinical Psychology, which include how different approaches can explain and treat mental health issues.

Both A level examinations consist of short-answer questions and a section of extended writing.

## **WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

You could go on and study Psychology at university, provided that you also have an A level in a science subject (normally Biology). Other courses, such as Criminology, also draw on the skills and knowledge acquired in A Level Psychology, and it is a useful third A level for whatever course you eventually decide to apply for.

A level Psychology is also highly valued for a wide range of careers such as teaching, the police force, law and health care.

## **FURTHER INFORMATION ON SPECIFICATIONS**

Edexcel provides specimen examination papers which we recommend you investigate.

Go to <http://www.edexcel.org.uk>

# ***PHYSICAL EDUCATION***

***AQA***

***Mr T Reeman***

*An AS course over one year or an A level over two years.*

## **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING SPORT & PHYSICAL EDUCATION IN THE SIXTH FORM?**

The GCSE in Physical Education does offer a useful foundation for the course, but it is not a pre-requisite to studying the Advanced course. Grade B in English and BB in the Double Science Award is a normal expectation but, more importantly, a fundamental interest in current issues relating to the sports world is vital for a successful candidate.

## **WHAT WILL I LEARN?**

Students studying the course will develop the knowledge, skill and understanding of physical education. Combined with participation in sport, candidates should be able to confidently analyse and evaluate the quality of a performance and develop strategies for improvement.

The course enhances both qualitative and quantitative skills and is ideally suited to a wide range of further education courses, though particularly to those associated with a sporting nature.

## **WHAT KIND OF STUDENT IS THE COURSE SUITABLE FOR?**

The course is ideally suited to:

- students who have an interest in sport;
- students who want to improve their psychological understanding of participants in sport;
- students who want to develop their practical skills through both theoretical understanding and active participation;
- students who want to compare sporting systems in countries around the world;
- students who want to study the history of sport;
- students who want to maintain a variety of options for further education courses;
- students who want to improve their physical fitness and performance;
- strong performers.

## **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?**

**AS (Advanced Subsidiary):** The AS consists of two units:

### **Unit 1: Opportunities for and the effects of leading a healthy and active lifestyle**

**60% of AS or 30% of A Level**

This unit will cover:

- the physiological effects of adopting a healthy lifestyle;
- the short term effect of exercise/performance and the long term effects of training;
- analysis of movement across a range of sporting actions;
- acquisition of skills and the impact of psychological factors on performance;
- opportunities for physical activity, benefits to the individual and society and the potential barriers faced by minority groups.

**Unit 2: Analysis and evaluation of physical activity as performer and/or in an adopted role/s**  
**40% of AS or 20% of A Level**

This unit will cover:

- execution of skills/techniques in two roles (performer, referee, or leader/coach) in a chosen physical activity, or performer in two sports.
- analysis of own performance;
- application of theoretical knowledge to achieve effective performance.

**A2:** Two more units are added to complete the A level qualification:

The specification enables candidates to further develop their understanding of physiological, psychological and biomechanical aspects that optimise performance. Candidates will be given the opportunity to utilise the knowledge and understanding developed during the course to improve their own personal performance, as a practical performer, coach/leader or official.

**Unit 3: Optimising performance and evaluating contemporary issues within sport**  
**30% of A Level**

This unit will cover:

- energy sources and systems;
- elite preparation and training;
- specialised training and sports injuries;
- the use of psychological theories and techniques to optimise performance;
- concepts and characteristics of World Games and their impact on the state and individual;
- development and impact of sports technology on performer, equipment and facilities;
- the development of sport from rational recreation to its modern day format.

**Unit 4: Optimising practical performance in a competitive situation**  
**20% of A Level**

This unit will cover:

- optimising performance in competitive or performance conditions in one role;
- evaluation of own performance in identifying weaknesses;
- suggesting cause of own weakness and an appropriate corrective measure.

**WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

Candidates in the past have pursued a wide range of courses from medicine and dentistry to teaching and psychology. It is an accepted A Level qualification at all universities; although many candidates pursue sports orientated courses, it is not exclusively for those students.

**FURTHER INFORMATION ON SPECIFICATIONS**

AQA provides specimen examination papers which we recommend you investigate.

Go to <http://www.aqa.org.uk>

# ***THEOLOGY***

## ***OCR***

***Mrs L Court***

*An AS course over one year or an A Level over two years.*

### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THEOLOGY IN THE SIXTH FORM?**

For students who are new to Kingswood there is no specific entry requirement. However, a grade B or above in English and either Religious Studies, English Literature or History is the normal expectation. Current Kingswood students would normally be expected to have gained a grade B in Religious Studies.

### **WHAT WILL I LEARN?**

- to analyse ideas
- to understand and critically evaluate the key concepts in Philosophy of Religion and Ethics
- to understand and evaluate the challenges that have been made to religious belief since the 19<sup>th</sup> century
- to understand the contribution of significant people e.g. Aristotle, Plato, Aquinas, Hume, Kant, Darwin, Marx, Freud, Jung to philosophical and ethical debate
- to assess the relationship between Ethical Theory and human experience e.g. when does a person become a person? Does a person have rights? Do rights come from God or society?
- the contribution of significant traditions or movements e.g. Empiricism, Utilitarianism
- religious language and terminology

### **WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?**

The course is ideally suited to:

- students who want the opportunity to study some of the fundamental questions which have people have always asked about life. Why are we here? How should we behave? What happens to us after we die?
- students who enjoy discussion, expressing their opinions and justifying their comments;
- students who want to develop their critical and analytical skills;
- students who want to keep their options open for further study.

Theology combines well with other humanities such as Politics, History, English Literature, Geography, PE and Sports Studies, and Theatre Studies. In addition, it could be taken in combination with a science or Mathematics to give a broader base to the curriculum.

### **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GAIN MY QUALIFICATION?**

**AS (Advanced Subsidiary):** The AS consists of two units:

#### **G571 Philosophy of Religion**

**50% of AS     25% of A2**

Topics covered include:

- Aristotle and Plato
- Does God exist? Can you prove it?
- Scientific challenges to religious belief – Creation in six days or the Big Bang?
- If God is good and so powerful, why does evil exist?

## **G572 Ethics**

**50% of AS    25% of A2**

Topics covered include:

- Are some actions, for example, murder, always wrong?
- What is the “good life”? Being happy? Doing your duty?
- Were Catholic schools right to refuse the rubella vaccination?
- Were Bush and Blair right to go to war with Iraq?

**A2:** The full A level qualification is made up of the AS units plus two more units studied at a higher level; each module is assessed by examination.

## **G581: Philosophy of Religion 2**

**25% of A2**

- Is there life after death?
- What is a soul? Is my idea of heaven your idea of hell?
- Religious experience – do miracles happen?
- Religious language- are you playing the language game now?

## **G582: Ethics 2**

**25% of A2**

- Should you always obey your conscience?
- “It’s not my fault I beat people up – it’s in my genes.” How responsible is a murderer for his actions?

## **WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

Like any other Arts subjects the course is not intended as vocational training for one specific degree or career. Students studying Theology at Kingswood have gone on to take degree courses in the following areas: Law; Politics; Philosophy; Art and Design; Teaching; Business Studies. Students considering eventual careers in medicine have also found the Medical Ethics section useful.

## **FURTHER INFORMATION ON SPECIFICATIONS**

OCR provides specimen examination papers which we recommend you investigate.

Go to <http://www.ocr.org.uk>

## ***THE EXTENDED PROJECT QUALIFICATION (EPQ)***

***AQA***

***Mrs S Dawson***

***An AS course over nine months, beginning in June of the Lower Sixth year***

The Extended Project Qualification is counted as an AS level and is graded from A\* - U. It has been designed to contrast the normal experience of learning in the A level classroom. From the outset, the student is 'in charge'. The student picks the subject and the end product may be the 'traditional' academic thesis or it may be a product – a film, a concert, a painting, a computer program etc. The process of meeting, planning, researching, recording and revising is deemed as just as important as the end result, so roughly half the marks available will be awarded for the process and half the marks will be awarded for the finished project.

When a student signs up to do a project, from the outset he or she is allocated a teacher-supervisor. It is not the role of that member of staff to *teach* any of the subject matter within the student's choice of project. The role is one of facilitator and advisor.

However, students will be taught research and presentation skills and support in these areas will be ongoing. The Librarian plays a central role in advising, facilitating research, introducing students to Bath University's library and ordering appropriate materials. The ICT department runs 'refresher' sessions as appropriate and the Drama department is able to support and advise individuals as they prepare for the end-of-course mandatory presentations.

It is important that any student wishing to embark on this extra course appreciates the implications of committing to the Extended Project as it will take up a significant amount of time from June in the Lower Sixth until its completion in March of the Upper Sixth. That said, it could prove to be a very rewarding academic experience in the sixth form as well as an attractive addition to any UCAS application. A successful end result will also mean that the student will be able to talk with some real expertise about their chosen subject matter if called for interview at the universities of their choice. To succeed in the Extended Project will indicate to universities that the individual in question is an independent learner, an essential quality for success as an undergraduate and in the world of work. He/she must be able to identify, design, plan, manage and complete a project which is independent of any of his/her A level subject content. Excellent research skills and time management are essential. Candidates will also have to problem solve and think creatively as well as evaluate their learning and present their findings.

Further information on this qualification can be found on the AQA website: [www.aqa.org.uk](http://www.aqa.org.uk) The material includes examples of a range of completed projects.

## ***PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION***

***Mrs S Marshall***

By the time that they reach the sixth form, students will have covered many important issues. They will continue to imbibe the ethos of the school. This is achieved through assemblies, services, lessons and tutorials. Pupils joining Kingswood in the sixth form quickly appreciate the School's values and codes of conduct. However, we do cover some PSHCE through tutorials, dealing with a range of issues such as relationships and responsibilities of sixth formers.

A programme of hour-long sessions is provided within the General Studies programme in which visiting speakers address a year group. Near the start of the school year Lower Sixth students attend presentations on responsible use of alcohol, drug awareness and personal and sexual health. On one of such occasions Dr Tim Harris, the school doctor, addresses the year group and introduces himself to any students new to the school in the sixth form.

## ***GENERAL STUDIES***

***Mr C Woodgate***

General Studies provides students with an opportunity to engage with a variety of topics beyond their AS and A2 courses. The aim of the programme is to broaden the students' understanding of, and stimulate interest in, a range of social, cultural, political and world affairs. In addition, issues associated with Higher Education and future career opportunities are also addressed.

General Studies sessions take place every week for an hour, featuring different visiting speakers. Recent visitors have included Don Foster, MP for Bath, and Sir Nicholas Fenn GCMG, former High Commissioner to India. Last year's programme also featured presentations on the history of popular music and the first team to climb Angel Falls in Venezuela, as well as other speakers from the fields of science, sport and international affairs.

Each session includes time for students to participate in discussions on questions raised in the presentations, and some sessions are also set aside for students themselves to debate issues.

## ***HIGHER EDUCATION***

***Mr C Woodgate***

Almost all Kingswood sixth form leavers go on to higher education, either directly after school or after a Gap year. During their time in the sixth form all students receive individual attention from the Head of Sixth Form and advice from tutors and teachers to support them in making well-informed decisions about their post A Level options. Parents are encouraged to participate in the process as much as possible.

The Higher Education/Careers Centre is located in the Jo Heap Library and contains a comprehensive range of university prospectuses, as well as other literature about higher education. Computers allow access to internet resources and software programs such as Degree Course Descriptions. In addition, the Heap Library holds extensive information on Gap year opportunities.

All Sixth Formers benefit from a comprehensive programme of talks and presentations about entry to higher education, Gap years and the UCAS application process, given by the Head of Sixth Form and a range of specialist outside speakers. During the Lower Sixth students take Centigrade, a computer based programme designed to match their interests and abilities to higher education courses. As part of this process each pupil receives a personalised report, giving a wealth of advice about how to investigate further the higher education opportunities available to them. Students are also encouraged to attend Open Days and participate in taster courses.

Interview preparation is provided for students by a professional organisation, and mock interviews are available to all. For those preparing for Oxbridge or Medicine, outside speakers provide expert advice and guidance. All students are given extensive advice and support in completing their online UCAS application, including individual guidance on the writing of the Personal Statement.

The Head of Sixth Form is available throughout the year to discuss any matter relating to higher education with students and parents, and is available when the A Level results are received to deal with any problems. Students who have left Kingswood and wish to apply post A level are welcome to contact the Head of Sixth Form, who will offer the same level of support as is available to current students at the School.

# ***CAREERS EDUCATION***

***Mr R Garforth***

## **Facilities**

The Careers and Higher Education library is situated in the Heap Library and comprises university and college prospectuses, books, periodicals, career information sheets, company brochures and gap year material. It also includes CDs, DVDs and on-line research tools. Kingswood is a member of the Independent Schools Careers Organisation (ISCO), part of the Inspiring Futures Foundation, which brings particular benefits to pupils in Years 11 and 12.

## **Programme**

### **Lower Sixth**

A series of career seminars, led by professions from a broad spectrum of occupations, takes place in the autumn term as part of the General Studies programme. Each week pupils choose to attend one seminar from around six on offer, covering such areas as Finance, Management, Engineering, Medicine, Law and Journalism. In addition, they attend a gap year presentation from one of the premier gap organisations. In the spring term the main focus is on preparing pupils for work experience and this includes instruction on conducting interviews, writing CVs and writing letters of application. Pupils are then provided with a database of work placements on offer and begin the process of applying. Employers operate a selection procedure which normally includes an interview. The intention is that work experience at this stage in a pupil's school life should be related to higher education choices and career aspirations. The application process often continues into the early part of the summer term, and the week of work experience takes place in mid-June, immediately after the conclusion of AS exams.

Alongside this programme, Lower Sixth pupils are encouraged to enrol on career experience courses and conferences throughout the academic year. The two main providers of these are ISCO and The Workshop. The latter is a private company based in Loughborough, specialising in large-scale residential conferences at various campus universities, for example "Medlink" at Nottingham University Medical School. In addition, students interested in science, engineering, mathematics or technology are encouraged to attend one of the week-long Headstart residential courses organised at a number of university campuses during the summer holiday.

### **Upper Sixth**

From the start of the academic year pupils are primarily concerned with the business of applying to institutions of higher education under the supervision of the Higher Education Tutor.