



THE  
**KINGSLEY**  
SCHOOL

Sixth Form Course Guide  
2018-19





THE  
**KINGSLEY**  
SCHOOL

Independent Day School  
Outstanding pastoral and academic care

*Sixth Form Centre*





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\*Level 3 Technical Award



## Introduction

Starting a sixth form career is an exhilarating and life changing step that can seem a little daunting. By choosing Kingsley's Sixth Form Centre you will be making a decision that will ensure safe passage to the wider world of higher education and successful employment.

At Kingsley Sixth Form we work hard to promote a balance between the structure you will have been used to in Senior School and greater independence. While supporting you and providing outstanding academic and pastoral care, we equip you with the practical and emotional tools to help you cope with increased decision making and responsibility. There are many opportunities for developing your skills and interests in the Sixth Form. Girls are encouraged to help with the organisation of activities and clubs and we have a very active Sixth Form Leadership Team consisting of Head Girls, Deputy Head Girls, Prefects and House Prefects. Sixth Form life will give you the chance to acquire and practise the life skills you will need in the adult world, while you still have the vital support of your friends and teachers. We believe that with our expertise, your willingness and the support of your parents or guardians, you can maximise and fulfil your potential. For those of you applying to join Kingsley for the first time, you will be warmly welcomed to our small, friendly community so that you can focus on the important work ahead.

You will have more privileges and freedom in the Sixth Form, but along with that there will be additional responsibilities. As the oldest in the school, sixth formers are expected to set high standards of appearance, behaviour and courtesy to the rest of the school and we encourage girls to conduct themselves as they would in the world of competitive work.

By choosing Kingsley you will benefit from thorough preparation for higher education and our excellent track record in placing girls at their first choice universities or in the growing apprenticeship marketplace. This guide outlines all the subjects we offer in the Sixth Form at Kingsley as well as some that we may offer should there be sufficient interest. We hope it will enable you to begin the process of choosing what to study. Questions and visits are always welcome so please do not hesitate to ask for advice.

**Mrs Dawn Morgan**  
Head of Sixth Form



Your Sixth Form experience is going to be challenging but certainly very rewarding. It is an exciting two years ahead as you select and study subjects that are of interest to you, as well as gaining more independence academically. The transition from GCSE to A-level is significant as the work load increases and subject content gets harder, but this is designed to stretch and challenge you, preparing you for further ventures. However, it is important to note that if you are struggling, the teachers are always available to help, especially with the staff room's 'open door policy'

One of the key differences between Senior School and Sixth Form is the introduction of study periods. These give you the opportunity to complete homework or other tasks during school hours, so that you can participate in other activities and study independently out of school. Independent study is an important feature of Sixth Form, as you are more responsible for your own learning. It allows you to contextualise and explore your subjects in further detail instead of following a strict syllabus. Most importantly, this style of learning will help prepare you for higher education and discover what interests or inspires you most.

During your studies, you will make friends with some new and some familiar faces. You will find that this closely connected community will support you in both academic and social situations. If you miss any work due to absence, other students in your class will be more than happy to supply you with the relevant information. The Sixth Form environment makes this easy to do as the quiet study room is open to everyone at any time. Equally, girls in the year above understand the pressures of Year 12, so feel free to approach them with any issues that they could help you with. There are many opportunities for new Sixth Form students to integrate with the year above throughout the calendar year.

An induction day in July, usually an adventure experience, is a great way for pupils to bond by completing outdoor activities and obstacles. This encourages current and new Sixth Formers to work together and share experiences as well as form new friendships in an informal and fun environment. Gradually as the term progresses, Year 12 can get involved with more opportunities in enrichment, leadership and the school community. For example, Young Enterprise, Imagineering and Fitsteps. Often students find taking part in the many sporting activities that are on offer helps to focus their minds for study and challenges them to be competitive outside of the work environment. Participating in a range of extracurricular activities is also extremely beneficial when it comes to applications and leaving Sixth Form, so remember to make sure you engross yourself in what's on offer as much as possible!

**Lottie Wright and Sophie Pearson**  
Deputy Head Girls



## Starting Sixth Form



## Destinations of Kingsley Leavers

At Kingsley there is a strong emphasis on careers guidance and our priority is to prepare students for the responsibilities and freedoms of adult life. For many of our girls this means continuing their education at university. They choose from a wide range of courses and establishments as illustrated by the following information. Below is a selection of some of the destinations of Kingsley girls in recent years.

<b>Aston</b>	Economics and Management
<b>Bath</b>	Sport and Social Sciences
<b>Boots PLC</b>	Pharmaceutical Apprenticeship
<b>Birmingham</b>	Modern Languages - Spanish and Catalan
<b>Bristol</b>	Biochemistry, Medicine, Dentistry
<b>Cambridge</b>	Modern and Medieval Languages
<b>Cardiff</b>	Psychology, English
<b>Chelsea School of Art and Design</b>	Art
<b>Durham</b>	Mathematics, Theology, Geography
<b>Edinburgh</b>	Music
<b>Exeter</b>	Geography, Classics
<b>Harrods London</b>	Fashion and Retail Apprenticeship
<b>King's College London</b>	Adult Nursing
<b>Lancaster</b>	Chemistry
<b>Liverpool</b>	Law, Mathematics
<b>Newcastle</b>	Economics, Marine Zoology, Psychology
<b>Norland College</b>	Early Years Development
<b>Oxford Brookes</b>	Nursing, Interior Architecture, Business
<b>Reading</b>	English Language, Geography, Nutrition
<b>Royal Veterinary College</b>	Veterinary Science
<b>Sheffield</b>	Spanish and Russian
<b>Sussex</b>	Neuroscience
<b>Trinity Laban Conservatoire</b>	Vocal Studies with Opera, Dance
<b>University of East Anglia</b>	Medicine, International Development
<b>University of the West of England</b>	Law and Criminology
<b>Worcester</b>	Clinical Psychology
<b>McGill University, Montreal</b>	English and Economics



On Thursday 30th March, Year 12 visited University College, Oxford for two days. The trip entailed motivational speakers, study skills talks and a tour of Keble College as well as learning about routes to university or higher education.

We arrived at University College at 10:30 where we collected our room keys and admired the beautiful grounds and traditional buildings of the oldest college of Oxford University. We started the day with a talk from an organisation called 'The Unreasonables' who educated us on the importance of acquiring leadership skills from a young age, and how this will benefit us in the world of university and work. We then had several more talks from Mrs Hamilton, Mrs Morgan and Mrs Roberts. These varied from the possible routes to university and the appropriate clothing for a job interview, to learning ways of combatting negative thoughts. Over the course of the two days the EPQ group met twice to discuss the development of their project; the Leadership team also had a meeting to discuss its aims as a team. We also had a tour of Keble College, where we were shown the chapel, library and grand dining hall as well as being given valuable information on how to write a personal statement to impress. After a delicious dinner in University College we were shown a method of memorisation by Mrs Roberts, used by magicians such as Derren Brown, to remember large sequences of information. Using the memory palace method, we managed to remember 22 pieces of information, which we can all still recall.

On our second day Mrs Morgan helped us to assess what type of learner we are and gave us personalised strategies depending on whether we were a visual, kinaesthetic or auditory learner. We also learnt how to properly use mind maps to aid our revision and structure our thoughts when planning a project such as the EPQ. We were then given time to have lunch in Oxford and explore the historic city.

Overall everyone on the trip found it a valuable learning experience where we learnt new skills for our upcoming exams as well as applying for universities or seeking other options such as apprenticeships or work. Oxford was a highly interesting and beautiful city that many of us wish to return to in the future.

**Erica McCallum and Eliza Moore**  
**PR and Communications Prefects**



**Kingsley Students at  
University College**



## Academic Enrichment and Extension

All girls in the Sixth Form take part in an afternoon each week of enrichment activities. This is designed to broaden and supplement the academic curriculum and in particular to provide girls with opportunities beyond the constraints of the timetable. Amongst other things, girls enjoy fitness and dance, volunteering in the local community and study skills sessions. In addition we welcome visiting speakers and organise trips such as to the Houses of Parliament and London museums. Girls are encouraged to take part in schemes such as Young Enterprise, the Duke of Edinburgh's Award and World Challenge.

### **CAREERS AND HIGHER EDUCATION**

In the Sixth Form students are required to make important decisions regarding higher education and their future careers. Weekly year group sessions are used to help them with this, offering guidance on the many opportunities that are available. Throughout the two years of Sixth Form, students are offered individual careers counselling sessions with the Head of Sixth Form and Careers Coordinator to discuss routes and choices.

### **LOWER SIXTH**

In the Lower Sixth year group sessions explore post-18 options. This is reinforced when girls attend a higher education convention after their examinations in the summer term. Girls are permitted to attend university open days during term but are encouraged to do so in their own time so as not to disrupt their studies. Work experience is an increasingly important factor in gaining admission to university or apprenticeship places and girls are encouraged to find relevant placements in the summer between Lower and Upper Sixth. A week of compulsory work experience takes place in June to expand their experiences ahead of their final year in Sixth Form. In the summer term, girls and parents are invited to attend an evening devoted to higher education and next steps; at this evening application procedures are explained and the options available at 18-plus are discussed.

### **UPPER SIXTH**

Year group sessions in the Upper Sixth year focus on general and individual advice about university courses, apprenticeship programmes and a range of applications. Mock interviews are held during the autumn term with the participation of outside specialists. Considerable help is given with completing the UCAS form and advising students on next steps choices and decisions. Sessions also focus on a variety of issues including student finance, accommodation and university survival skills. For those not pursuing a university place, advice is given on apprenticeships and other aspirational routes to employment.



The Extended Project is a Level 3 qualification introduced in September 2008 and is equivalent to an AS-level. It provides an opportunity for students to extend their abilities beyond the A-level specification, stand out and prepare for university or their future career. It can also be used to earn extra UCAS points.

It allows students to develop additional skills such as critical and analytical thinking; independent learning; research and project management skills.

It can contribute to A-level study in two ways:

The Extended Project will develop and extend from one or more of the student's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student and agreed as appropriate by Kingsley staff.

With appropriate supervision students are required to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a specified audience and often a 5000 word piece of research
- provide evidence of all stages of project development and production for assessment.

Year 12 will complete an on-line qualification on research methods and study skills recommended by Southampton University in preparation for starting the EPQ later in the autumn term. It also involves extended autonomous work by the learner. Assessment of the student's progress is carried out by our experienced staff.

The EPQ is gaining in popularity with universities and some will lower their offer grades if an applicant is studying towards an EPQ. This is illustrated by the following quotes from online prospectuses:

- University of Southampton: 'Students could use their project at interview stage and / or in their UCAS personal statement. Certain courses at the University will count 'A' grades achieved in the extended project towards their entry criteria.'
- University of Manchester: 'The skills that students develop through the Extended Project are excellent preparation for university-level study.'
- University of Liverpool: 'We encourage candidates to draw upon their experience of undertaking the project when writing their personal statement.'



## The Extended Project Qualification

Previous Kingsley student Extended Project Qualification titles have included:

*"What can be found out from our solar system about the habitability of extra-solar planetary systems with specific focus on Gliese 581?"*

*"A comparison of Holisticity in Pre and Post Hippocratic medicine and contemporary medicine."*

*"Explore the role of speech therapy in the rehabilitation of a stroke patient."*



## Duke of Edinburgh's Award

A DofE programme is a real adventure from beginning to end. It doesn't matter who you are or where you're from. You just need to be aged between 14 and 24 and realise there's more to life than sitting on a sofa watching life pass you by. You can do programmes at three levels, which when completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award. You achieve your Award by completing a personal programme of activities in four sections (five if you're going for Gold) – Volunteering, Physical, Skills, Expedition and for Gold, a Residential.

You'll find yourself helping people or the community, getting fitter, developing skills, going on an expedition and taking part in a residential activity (Gold only). The best bit is – you get to choose what you do! Your programme can be full of activities and projects that get you buzzing, and along the way you'll pick up experiences, friends and talents that will stay with you for the rest of your life. If you need any further information, talk to the DofE Manager at Kingsley, Ms L Laubscher

Gold Award					
	Service	Skill	Physical Recreation	Expedition	Residential
<b>Aim</b>	To encourage service to the individual and the community	To encourage the discovery and development of personal interests and social and practical skills	To encourage participation and improvement in physical activity	To encourage a spirit of adventure and discovery	To broaden experience through involvement with others in a residential setting
<b>Timescale</b>	12 months	One section for 12 months and the other for 6 months		A practice and qualifier expedition which lasts 4 days and 3 nights	Undertake a shared activity in a residential setting away from home for 5 days and 4 nights



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## Science in Action at Warwick School

This year because I take both mathematics and physics I was given the opportunity to attend the Science in Action course on Friday afternoons at Warwick School, developing links with Warwick University researchers. This is a great experience in my week to mix with likeminded people and expand my knowledge of science and also to explore any new ideas with the wide range of specialist equipment they have on offer there. The course runs on a carousel rotation so we study either biology, chemistry or physics for 7 weeks and then swap round. This means that even if we aren't taking a certain science we still get to experience it.

I have been in the biology group this term and we have been doing experiments with variations to see how different factors effect reactions such as Ph. It has culminated in being able to test whether we all have the recessive allele for not tasting bitter foods; this has been very interesting. In chemistry they have been developing dye to dye T-shirts and making paracetamol.

**Blaise Hughes-O'Sullivan**

Year 12

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## Sixth Form Scholarships

### **Internal candidates**

- Year 11 mock exams, taken in January, will be used to indicate those students with scholarship potential. We hope that this will enhance students' performance at mock examination level and consequently improve their final grades.
- Students' average score following mock exams will be calculated and those with a score of 6.5 or more will be invited to attend scholarship selection day. The scores are gained from the new numerical subject grades. Where a letter is still used, for example in textiles, this will be converted to a numerical grade in line with other subjects.
- There will be 4 types of scholarship available and these are:
  - Performance scholarship-available in drama, art, photography, PE and music. For this scholarship award, information from teachers on students' practical abilities will be used in addition to mock examination results.
  - Academic scholarship-to cover the range of academic subjects.
  - Major scholarship for exceptional academic and/or practical performance.
  - Kingsley scholarship-given at the Headteacher's discretion to reward loyalty, commitment and attitude during a student's school career.

- The scholarship selection day will be a formal event on the school's annual calendar. Candidates will attend during a normal school day, wearing business dress and mixing with other candidates in a meeting room. They will be asked to deliver a presentation on a given subject followed by a short interview.
- Successful candidates will be notified by letter.

### **External candidates**

- The school website contains details on how to apply for a Sixth Form scholarship and the Registrar will supply details to potential students.
- Applicants' predicted grades for GCSE, following performance in their mock examinations, will be used to assess their suitability for the scholarship process.
- Selected applicants will attend on scholarship selection day and will sit a one hour scholarship paper testing general thinking skills in response to a stimulus followed by an interview.
- Successful candidates will be notified by letter.



## Facilities

The Sixth Form boasts a number of pleasant and sociable facilities that enhance students' day to day experiences. The large common room provides ample space for girls to relax and spend time together in between lessons as well as space to eat and to store their work. Students benefit from daily snacks and weekly periodicals in the common room.

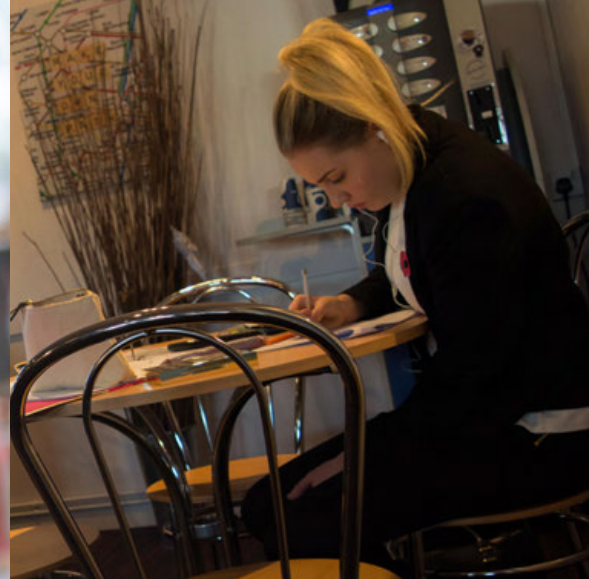
We have a range of private study areas including two ICT suites and these ensure that all students have a suitable place to work during designated study periods. There are also four other designated ICT areas in the rest of the school which Sixth Form girls can also use for quiet study.

When the weather is kind, students appreciate our beautiful walled garden where they can relax on the seats or decking area or study at the table in the sunshine. Originally a memorial garden, this space retains the spirit of its original inception whilst benefitting from recent updates that maximise the space and add areas of interest. Having an oasis of calm in the middle of a bustling town centre is a rare treat and something that students can enjoy throughout the year. Students also occasionally benefit from close access to the town centre facilities when they have some free time.

When they are feeling more energetic students can use the facilities in the excellent fitness suite. Housing state of the art equipment, the fitness suite is available to all members of the school with Sixth Form students having their own exclusive access.

When thoughts turn to next steps, we have a Careers Co-ordinator and a well-stocked careers library where students can access a huge range of information on universities, higher education choices, apprenticeships and employment. When students crave more stretch and challenge we can offer many stimulating additional online courses and resources and, in times of uncertainty, our designated learning support teacher can provide advice on study skills and time management as well as offering general support.

The Sixth Form Centre contains all that an aspiring student needs to give them a positive, happy and enriching experience as they manage the demands of academic rigour.





## What the girls say...



Having attended Kingsley for the entirety of my academic life, I can wholeheartedly say that I couldn't have wished for a more encouraging, friendly and supportive school.

Kingsley has consistently pushed me to explore my intellectual curiosity as well as allowing me to pursue various extra-curricular interests through the eclectic range of sports teams and performance opportunities. Alongside this, the activities and talks which form part of our weekly enrichment programme encourage us to be proactive with expanding our breadth of knowledge outside of the academic curriculum.

The process of applying for higher education, balancing four A-level subjects and pursuing my extra-curricular activities seemed daunting and near impossible at first, however Kingsley's compassionate and supportive environment has allowed me to continue to maintain all of my passions, academic and otherwise.

**Tanya Saunders**  
Head Girl  
Year 13



I have been a part of the Kingsley community since I was 3 years old and since then I have made memories which will last a lifetime. Now I'm in Sixth Form studying maths, psychology, music and French and I couldn't be happier.

In the small classes, we are able to create close professional relationships with the teachers that help to enhance our learning to the best possible standard. We are seen as individuals and are well respected which motivates us to work hard.

Despite being higher up in the school, we are still able to mix with the younger years in really fun extra curricular activities such as swing band and choir.

I look forward to going to school everyday as the environment is so warm and welcoming. I couldn't imagine learning anywhere else.

**Katie Neal**  
Year 12



Kingsley provides support and guidance so that you can grow whether it's academically, socially or all round as a person. You are not immensely pressured but supported and encouraged to reach your full potential, which means that at Kingsley you are an individual with a name, and not lost in the crowd.

If you were to have asked me in Year 7 if I would get the AS level results that I have just received, in the subjects that they are in, it would have been a big no! However through hard work, determination and continuous teacher support since I joined Kingsley, I now have the confidence to aim high in my A-levels.

Kingsley prepares you well for the next steps after school, wherever it may be. As I am applying to university, this past half term I have had personal tutor support within the Sixth Form to get my UCAS application to the highest standard possible and sent off to my chosen Universities. This means that I can now focus on my A-level studies for the rest of the year.

**Georgie Hill**  
Senior Prefect  
Year 13



I joined Kingsley in Year 5 and have been part of the Kingsley community ever since. The warm and friendly atmosphere is present in each section of the school and is part of the reason why choosing to stay on at Kingsley's Sixth Form was an easy decision for me.

I am studying Psychology, Religious Studies and Health and Social Care at A-level and am also Head Girl as part of the Sixth Form Leadership Team. This role has provided me with many opportunities and experiences which have enabled me to develop as an individual.

At Kingsley, I look forward to coming to Sixth Form each day and learning in its happy and supportive environment, which equips you for life beyond the classroom.

**Megan Levis**

Head Girl

Year 13



I moved to Kingsley in Year 7 and it was a natural decision to stay on at Sixth Form from that point. My time at Kingsley and my time to come has undoubtedly prepared me in the best possible way to achieve what I want to do in later life. It has given me lifelong skills and is helping me reach goals that I want in terms of achieving grades that I would like. Sixth Form at Kingsley is ideal, as you are allowed much more freedom and responsibility, helping you gain decision making skills and take on new roles. Kingsley will also be keen to support my goals of taking an apprenticeship rather than going to university, which is what I require to achieve my goals in life.

**Amy Newcombe**

Year 13



I have been at Kingsley since Year 7 and have loved the school ever since. The supportive, caring environment has allowed me to grow in confidence. I am currently studying maths, chemistry, biology and geography at A-level. The small classes really help me to make the most of my lessons and the teachers are kind and supportive. We are also offered a wide range of trips in order to support our subjects, for example; going on a chemistry trip to Warwick University to take part in a Chemistry in Action day.

We are also offered a wide range of sport activities in our enrichment sessions as well as after school clubs including netball, hockey, cross-country, bench ball, badminton, swimming, rounders and tennis as well as horse riding and even skiing. I am part of the Sixth Form netball team and we frequently take part in tournaments.

**Chloe Esom**

Year 12

# Art and Design: Fine Art

## Who are you?

The art department aims to foster talent and encourage independent learning through nurturing creativity and imagination. We hope to help you acquire the skills and vision to enable you to achieve your highest potential at AS, A Level and beyond.

The subject is based around an intensive improvement of technical skills and the encouragement of individual interests. Your ideas are structured and supported through private tutorials.

To embark on a further course of study in art and design, you will need to have completed a GCSE in the subject. The most important requirements are that you have an interest in the subject and will apply yourself with enthusiasm, effort and commitment.

## What will you study and learn?

The course is structured to build on and improve the skills you have already gained at GCSE.

By completing research and visiting galleries, we aim to develop your understanding of aesthetic qualities and an awareness of the importance of art and design in our own culture and others.

We hope to foster your ability to articulate ideas, feelings and opinions about personal work and that of others to assist with your own self-expression.

By developing your powers of visual perception and the exploration of elements in the visual world, we will enable you to manipulate these with a growing ability.

Firstly, we aim to impart a genuine enjoyment of the subject and a growing sense of self-confidence and self-esteem.

## Course content and examinations

The course that you will follow at AS or A level is endorsed Art & Design (Fine Art) as specified by the examination board, AQA.

The AS specification is comprised of a portfolio component and an externally set assignment, which concludes with a 10-hour examination.

The A Level specification is comprised of one component of practical coursework (personal investigation) supported by a written element of no less than 1000 and no more than 3000 words, followed by an externally set assignment, which concludes with a 15-hour examination.

At AS level the portfolio component counts for 60% and the externally set assignment component makes up the remaining 40% of the final grade. If the subject is continued at A Level, none of the AS mark goes towards the overall A Level grade. At A Level, the personal investigation unit counts for 60% and the externally set task unit makes up the remaining 40% of the final grade.

## Where could the subject take you?

Further study can be followed in a wide variety of disciplines. For many routes into art and design, it is often advisable to attend a foundation course before applying to university. This will inform your decision about choosing a specialist area at degree level. Fine Art at A Level can lead on to a career as an artist, animator, art therapist, designer (including graphics, product, fashion, exhibitions, furniture, jewellery, web or gaming), architect, conservator/restorer, or printmaker, photographer or illustrator.











# Biology

## Who are you?

You have an interest in the science of living organisms. This may be general, or concern one specific aspect such as nutrition, the evolution of man from simple origins or developments in medicine. You enjoy carrying out practical work. You are able to think logically and analytically. You may currently be studying either GCSE Double Science or the three separate sciences, but are likely to achieve at least grade 6 in your science GCSEs.

## What will you study and learn?

Biology is the study of life. Many people think that biology is about the human body and human diseases. This is certainly true in part: several areas of the specification look at physiology (the workings of the body), often concentrating on humans. However, there are many other important aspects. An understanding of the chemicals of life is an essential basis of biology. Ecology is the part of biology that considers animals, plants and other living organisms together as part of an ecosystem. Genetics is the most rapidly-developing area of biology, with the potential to change all of our lives. The causes and consequences of disease will also be studied.

Many different practical techniques are used. The sixth form centre has advanced microscopes for the study of cell biology, histology (the study of tissues) and microbiology. Various chemical techniques are used to study biochemistry. Pupils in Year 13 will go on a residential field trip in order to study A2 ecology in natural environments.

## Course content and examinations

We are following the AQA biology specification for the new A level courses. Both AS and A2 are divided into four sections.

AS sections:

- 1) Biological Molecules – the structure of carbohydrates, proteins, fats and DNA and how these structures relate to the functions of the molecules.
- 2) Cells – the structures of animal, plant and bacterial cells and how to study these using microscopes. Cell division and the immune system are also studied.
- 3) Organisms Exchange Substances with their Environment – how shape and size of cells and organisms affect exchange; digestion and absorption; transport in plants and animals.
- 4) Genetic Information, Variation and Relationships between Organisms - the structure of DNA; protein synthesis; genetic diversity and adaptation; taxonomy; diversity.

AS level will now be a stand-alone qualification. Assessment will consist of two examinations of one and a half hours each, with some short answer questions and some longer answer and extended response questions.

A2 sections:

- 5) Energy Transfers between Organisms - photosynthesis; respiration; energy transfer in food chains; nutrient cycles.
- 6) Organisms Respond to Internal and External Environments - stimulus and response; nervous coordination; the control of heart rate; muscle action; homeostasis.
- 7) Genetics, Populations, Evolution and Ecosystems - genetic inheritance; population genetics; evolution and speciation; population dynamics.
- 8) The Control of Gene Expression - gene expression; the effect of mutations; the genetic causes of cancer; gene technology; genetic fingerprinting; diagnosis of genetic diseases and genetic counselling.

A level assessment will consist of three two-hour papers:

Paper one, in which material from sections one to four tested by a mixture of short and longer answer questions and a fifteen-mark extended-response question.

Paper two, in which material from sections five to eight will be tested by a mixture of short and longer answer questions and a fifteen-mark comprehension question.

Paper three, in which material from sections one to eight will be tested by structured questions, data analysis questions and an essay.

Practical work will no longer be tested by coursework or controlled assessment. Examinations will contain questions relating to practical work and these will contribute to the A level grade. In addition to this grade, certificates will indicate whether candidates have passed or failed a teacher assessment practical work: this will be given separately from the AS or A level grade.

## Where could the subject take you?

Many people who study biology have an interest in medicine. Biology A level is not a course requirement for taking a medicine degree, but is studied by most people who have this intention. Biology is also useful for nursing and physiotherapy courses.

Biological sciences are themselves an area for study at higher education level. Courses include general biology and human biology degrees as well as more specialised areas such as biochemistry, physiology and genetics. Biology A level also contributes useful background knowledge for courses in sports studies and nutrition.

Other A level subjects that tie in well with biology include chemistry and geography as well as sport and physical education, food science and psychology. (Exact titles of these subjects may be different for the new A level courses).



# Business

Business is an exciting and dynamic subject and whatever your future career choice it will provide you with a sound basis upon which to build your future in the workplace. The A-level aims to help you to develop an understanding of business organisations and the markets they serve. You will develop skills in marketing, finance, operations and human resource management and gain an understanding of the external business environment and its impact on businesses.

## Who are you?

The main requirement for success is that you have an enquiring mind and are interested in businesses, how they work and why some are more successful than others. The ability to write accurate English is important. You will need a good level of numeracy and be comfortable working with numbers. You should be aiming for a minimum of grade B in mathematics and English at GCSE. Business combines extremely well with all combinations of A-level subjects.

## What will you study and learn?

The government has introduced major changes to A-level business, not least by dropping the word 'studies' from its title. The changes took effect from September 2015 and Kingsley business students study the Edexcel GCE Business specification.

A-level examinations are taken at the end of the course. In addition, AS examinations will be taken in the summer of Year 12. These may be "stand alone" qualifications for those who do not wish to continue with the subject beyond Year 12, but also provide useful examination practice and will help with university applications in Year 13.

## Course content and examinations

Kingsley business students study the Edexcel GCE business specification. The specification is divided into four themes and themes 1 and 2 are studied in Year 12. Theme 1 considers the business functions of marketing and people, considering elements such as the marketing mix, the way in which markets work and elements of HR such as recruitment, organisational design and motivation. Theme 2, managing business activities, covers both finance and production. Girls will learn to use techniques such as calculating different types of profit, break-even analysis, budgeting and variance analysis and calculating profitability and liquidity. They will learn about production techniques such as capacity utilisation, stock control and quality management. By the end of the course, girls will have developed knowledge, understanding and skills in all of the four main business functions.

## Where could this subject take you?

Studying A-level business will help you to develop the skills that both employers and universities are looking for. These include business skills, working as a member of a team, the ability to analyse and evaluate data, numerical skills and thinking creatively as well as gaining an excellent understanding of how businesses work.









# Chemistry

## Who are you?

The Chemistry A-level course is aimed at students who are interested in how substances interact, what they are made of and what role they play in living things and in the world at large. Chemistry is an essential part of many science based courses at university and you may be considering moving in that general direction. You may have a definite career or course in mind that demands chemistry as an essential entry requirement. Perhaps you want to use chemistry to gain the skills which the subject develops and use them in another area of study at a later stage or you may simply like chemistry and want to extend your knowledge and broaden your understanding.

You need to be scientifically orientated, show ability in chemistry and expect to obtain at least a grade B in GCSE chemistry or in both GCSE science and additional science. A strong background in GCSE mathematics is also recommended. Practical work is an essential part of the course and you therefore need to enjoy this aspect of the subject.

## What will you study and learn?

Chemistry is the study of all materials and you will already have had some experience of basic chemical ideas during your GCSE course. You will learn new concepts and develop the ones you have met before.

At A-level, a much more accurate approach is used and you will discover that topics such as atomic structure and bonding involve far greater detail than you had thought. You will also realise that chemistry is particularly concerned with quantities of substances and a lot of practical work is directed towards this area. By the end of the course you will have encountered many methods of analysis including sophisticated instrumental techniques which have important uses in a wide range of applications in industry and particularly medicine. But chemistry isn't just about scientific facts and ideas. You will develop many new skills which are transferable to other areas of study.

You will learn to:

- Present arguments and ideas clearly and logically
- Select suitable methods for communicating information
- Assess the validity of information
- Bring together information from different areas in order to solve a problem or support an argument
- Interpret and translate data from one form to another
- Apply principles and concepts to unfamiliar situations
- Plan and select suitable techniques for a particular purpose
- Be continually aware of scale, accuracy and precision

## Course content and examinations

Examination Board: AQA

The AS course is assessed by two papers, which test topics that are studied throughout the course of the year.

Paper 1: relevant physical chemistry topics, inorganic chemistry and practical skills, 1hr 30min exam, 50% of the A-level.

Paper 2: relevant physical chemistry topics, organic chemistry and practical skills, 1hr 30min exam, 50% of the A-level.

The A-level course is assessed by three papers, which test topics that are studied throughout the course of the two years.

Paper 1: relevant physical chemistry topics, inorganic chemistry and practical skills, 2 hour exam, 35% of the A-level.

Paper 2: relevant physical chemistry topics, organic chemistry and practical skills, 2 hour exam, 35% of the A-level.

Paper 3: any content and practical skills, 2 hour exam, 30% of the A-level

There are twelve required practical tasks and students will be assigned a practical endorsement at the end of the course, having shown evidence of meeting the 5 common practical assessment criteria (CPAC).

## Where could this subject take you?

A-level chemistry is an essential entry requirement for medicine and dentistry. It is either essential or highly desirable for entry to most paramedical and related degree courses, veterinary science, food science and many environmental / earth science / biological science courses.

Chemistry combines well with a language and/or a business subject and such joint courses are popular at degree level and offer good career prospects after university. Many employers recognise the value of the training in logical thought, problem solving, numerical and communication skills and the general science education that are an integral part of all chemistry courses.

A chemistry qualification isn't just an end in itself, it's a beginning.

# Classical Civilisation

## Who are you?

You are interested in the culture, history and literature of the ancient world, and want to broaden your horizons further. You may also be interested in the roots of your own society and want to see how they have developed from the ancient Greeks and Romans.

You will be writing essays and answering detailed comprehension questions. You will need to be able to communicate ideas effectively in class discussions and express ideas coherently on paper.

It is not necessary to have studied this subject at GCSE and you do not need to know Greek or Latin.

## What will you study and learn?

You will study a range of literary, historical and cultural topics, reading primary sources in translation and modern secondary sources.

## Course content and examinations

Examination board: OCR  
AS-level (H008)

There is a compulsory unit, 'the world of the hero', focusing on Homer's *Odyssey*. The examination lasts for 1 hour and 30 minutes and this unit is worth 50% of the final qualification.

Candidates then study one topic from Greek theatre or imperial image (looking on the image of the first emperor of Rome, Augustus). The examination lasts for 1 hour and 30 minutes and this unit is worth 50% of the final qualification.

Candidates will answer a series of source based questions and write essays.

## A-level (H408)

Candidates have to write essays and answer a series of source based questions.

There is a compulsory unit, 'the world of the hero', focusing on Homer's *Odyssey* and Virgil's *Aeneid*. The examination lasts for 2 hours and 20 minutes. This unit is worth 40% of the final qualification.

Candidates then study one topic from each of these two units, 'culture and the arts' (topics are the Greek theatre, Greek Art, invention of the barbarian and imperial image) and 'beliefs and ideas' (topics are love and relationships, politics of the late republic, Greek religion and democracy and the Athenians).

Candidates sit an examination for each unit of 2 hours and 45 minutes each.

Each of these 2 units is worth 30% of the final qualification.

## Where could this subject take you?

Classical Civilisation is a subject well respected by universities and can lead to a degree course in its own right or in combination with subjects such as Latin, English Literature, modern languages, art, archaeology or philosophy. Careers open to Classical Civilisation graduates include positions in museums and heritage management, teaching, publishing, law, government and the media.



DISCOVERING  
POMPEII

POMPEII AND HERCULANEUM  
THE LEGIONARY

ANCIENT ROME  
Michael Vickers

IMPERIAL ROME

THE COLOSSEUM

A SENSE OF HISTORY

THE ROMAN EMPIRE

THE USBORNE TIME TRAVELLER BOOKS

THE ROMAN WORLD  
The Roman Fort

A SENSE OF HISTORY

THE ROMAN EMPIRE

Martin and Pulley

THE ROMAN WORLD

David Whittall  
1. TRIBES AND TRIBUNES

FACT HISTORIC: THE ROMAN EMPIRE

HULTON NEW HISTORIES

Write Your Own Roman Story  
THE SCHOOLS HISTORY PROJECT

THE YOUNG OXFORD BOOK OF





# Design and Technology: Fashion and Textiles

## Who are you?

You will enjoy generating imaginative and original fashion design work. You will have the patience and commitment to produce accurate and creative practical work. You will develop intellectual curiosity about the design and manufacture of products, exploring, designing and creating innovative solutions in response to realistic design contexts.

## What will you learn and study?

Students will develop knowledge and understanding of the core technical, designing and making principles for fashion and textiles.

Students will have the opportunity to study and work with a wide variety of fabrics and components used in the design and making of textile products. You will work in both two and three dimensional forms, gaining an understanding of industrial and commercial practices within the area of design and manufacture. Designing at this level will engender skills such as; thinking, creating, inventing, predicting, experimenting, decision making, constant evaluation and modification.

## Course Content and Examinations

The government has introduced major changes to AS/A-level textiles, it is now called fashion and textiles with greater focus on fashion, making it more appealing and relevant for higher education and a career in fashion.

A-level examinations are taken at the end of the course. In addition, AS examinations will be taken in the summer of Year 12. These may be “stand alone” qualifications for those who do not wish to continue with the subject beyond Year 12, but also provide useful examination practice and will help with university applications in Year 13.

## Where could this subject take you?

A-level Design and Technology: Fashion and Textiles serves as a basis for further study and higher education, leading to a wide range of career opportunities. These include fashion, theatre and interior design; marketing and retail management; research; development and manufacture; fashion journalism; conservation and preservation of textiles. As an A-level option textiles complements art, theatre studies, business studies, chemistry and history.

AS-level		A-level	
What's assessed	How it's assessed	What's assessed	How it's assessed
Technical principles Designing and making principles Specialist knowledge	Written examination: 2 hours 80 marks 50% of AS  Section A: up to 10 multiple choice questions, several short answer questions to cover the full range of the core specification  Section B: questions relating to product analysis and commercial manufacture of products via 'just in time', sub assembly, quality control, designers, marking and promotion of products	Technical principles Designing and making principles Specialist knowledge	<b>Paper 1</b> – written examination: 2 hours 100 marks 25% of A-level Mixture of short answer, multiple choice and extended response questions.  <b>Paper 2</b> – written examination: 2 hours 100 marks 25% of A-level Section A - Product Analysis: up to six short answer questions based on visual stimulus of product(s) Section B – Commercial Manufacture: two extended response questions
Practical application of: Technical principles Designing and making principles Specialist knowledge	Design and make task approximately 30 – 35 hours 80 marks 50% of AS Portfolio plus models, test pieces and final outcome, assessment criteria to include: exploration, designing, making, analysis and evaluation.	Practical application of: Technical principles Designing and making principles Specialist knowledge	Single substantial design and make task 100 marks 50% of A-level (approximately 40 hours) Portfolio plus models, test pieces and final outcome, assessment criteria to include: exploration, designing, making, analysis and evaluation.



# Drama and Theatre Studies

## Who are you?

You are either a GCSE drama student or you may be new to the course. However a passion and genuine commitment to theatre is essential. You will need either a B or above in GCSE drama or a B in GCSE English or English Literature. Past or present participation in school productions or activities will further increase the possibility of your taking the course. It is not an easy option and you will be expected to undertake independent learning from the very start of the course.

## What will you study or learn?

You will study a range of texts and practitioners as well as learning to work and think as actors, directors and designers. You will be expected to perform to an examiner and demonstrate knowledge and understanding of the process of practical preparation for a performance. You will also have to undertake written tasks including detailed coursework and a written paper covering theatrical reviews, detailed analysis of your own work, detailed study of a set text and social, cultural and historical knowledge of all texts studied during the course.

## Course Content and Examinations

Exam Board - EDEXCEL

### Component One (40%)

This unit requires students to create an original and unique piece of theatre. Their starting point will come from the study of a professionally published play and theatrical practitioner. Students will be assessed on the research and development of their work as well as the final performance in front of an identified audience that is recorded. They are also required to complete an evaluation of both the process and performance of their work. This written portfolio comprises of a 3000 words evaluation and may include sketches, diagrams and photos. This unit is internally assessed and externally moderated.

### Component Two (20%)

This externally assessed unit contains two elements. It requires students to contribute to a group performance of a professionally published play. Students must also perform either a monologue or duologue from a different play from that offered in the group performance. They may work as either performers or designers and they are to provide a written rationale (500 words) of their interpretation of their chosen roles or designs.

The performance of the chosen text will be in the spring term of Year 13 and is marked by an external examiner.

### Component Three (40%)

For the final unit students will study two contrasting published plays and the theories of one key theatre practitioner. The key focus is on dramatic interpretation and transforming ideas from 'page to stage'. The final element of this exam is for students to experience a live theatre performance and complete an analytical evaluation. This written examination is 2 hours and 30 minutes long and will take place at the end of Year 13.

## Where could this subject take you?

Degrees in theatre studies, English or literature, media studies as well as psychology, social studies and law are available as a result of taking drama and theatre studies. Any career requiring management, personnel, or social skills is also possible. You could ultimately choose to specialise in the field of theatre and many of our students have gone on to study drama, dance and/or performing arts at a range of specialist performing arts schools. Theatre studies gives you confidence in your ability to listen, to make decisions, to understand other people and to maintain a positive and creative way of working whilst constantly keeping your ideas fresh and innovative.







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**edexcel**

**Edexcel AS/A level  
ECONOMICS**

Alain Anderton  
Edited by Dave Gray

**6th EDITION**

**PEARSON**

ALWAYS LEARNING

PEARSON

# Economics

Economics is about the impact of decisions made by individuals, households, firms and governments on the economy. It is a very highly regarded subject by both higher education institutions and employers and can lead to a wide range of careers as well as further study of economics, business, management or related subjects. It will help you to develop your capacity to think logically and you will learn how to use a set of analytical tools to understand how different people, firms and economies operate.

## Who are you?

Economics requires a good level of numeracy (a minimum of Grade B in GCSE mathematics) but does not require a study of mathematics at A-level. The main skill that an economist needs is the ability to think clearly. You will learn how to analyse and interpret data accurately and to explain the data using economic concepts and theories. An ability to see how different aspects might interrelate is very important as is the ability to communicate logically in written and oral work. It combines well with a wide variety of subjects and the logical thinking required by the subject will stand you in good stead regardless of your ultimate career choice. The most important pre-requisite for success is being interested in the world around you.

## What will you study and learn?

You will learn how to use a set of analytical tools and models – an economist’s toolkit - to understand how economies work. Many issues of national and global importance are discussed and analysed using the tools you will build in your economist’s toolkit.

## Course content and examinations

The government has introduced major changes to A-levels, and in economics, the most significant change is the structure of the assessment. The changes took effect from September 2015 and Kingsley economics students study the Edexcel GCE Economics A specification.

Under the new rules for A-levels, the modular system has been replaced by a linear system and A-level examinations are taken at the end of the course. In addition, AS examinations will be taken in the summer of Year 12. These may be “stand alone” qualifications for those who do not wish to continue with the subject beyond Year 12, but also provide useful examination practice and help with university applications in Year 13.

## Where could this subject take you?

The skills you will develop as a result of studying economics are very highly valued by employers and universities. Economics is a rewarding subject to study and is excellent preparation for those students intending to pursue further study in many subject disciplines but particularly those related to economics, maths, business, management, finance, accountancy or law.



# English Language and Literature

## Who are you?

This is a good subject for those of you who enjoy the combination of language and literature work in GCSE English, and would like to continue studying a mixture of literary and non-literary texts, as well as continuing to develop your own writing skills. Just as with English Literature, it is a subject for those who enjoy reading.

## What will you study and learn?

This course combines the study of some major texts by writers like Shakespeare, John Donne and Scott Fitzgerald, with work on modern authors, poets and dramatists as well as all kinds of non-fiction writing from newspaper and magazine journalism. You will learn about the social and historical context of the set texts and how to construct well organised, detailed essays. Lessons will be spent in discussion of the texts and thorough analysis of extracts. You will also learn about linguistics and how to apply language terminology to literature.

## Course content and examinations

We use AQA English Language and Literature Specification A which encourages students to develop integrated literary and linguistic analysis. Set texts will be analysed using appropriate terminology. Students will develop their writing skills and be able to write fluently and coherently on themes and ideas suggested by the set texts.

### A-level Units: Paper 1: Telling Stories

Students will study the work of modern and traditional poets such as John Donne and Carol Ann Duffy as well as prose texts ranging from Mary Shelley to Margaret Atwood. There is also an anthology of non-fiction writing focussing on a range of texts about Paris.

### Paper 2: Exploring Conflict

In this unit students study the role of the individual in society using fiction and drama texts. The choice ranges from Shakespeare to Khaled Hosseini.

### Paper 3: Making Connections

This is a coursework unit which allows free choice of question on a range of studied texts, linked by a theme and covering both Literature and Language texts.

## Where could this subject take you?

English Language and Literature teaches you to analyse a wide variety of writing in detail; it also helps you to develop a range of mature styles in your own writing. It is a useful subject for students going on to study many different subjects at university. English Language and Literature provides a good background for any arts degree and can provide a wider perspective for those planning to study for science and technology degrees. English degrees can lead to many different careers, including work in education, journalism, advertising, entertainment and business.





MISS HARDCASTLE Would it were bedtime<sup>o</sup> and all were well.<sup>o</sup>  
*Exeunt Miss Hardcastle and Miss Neville*

1.2

1.2

*An alehouse room. Several shabby fellows, with punch and tobacco. Tony at the head of the table, a little higher than the rest, a mallet in his hand*

ALL Hurrah, hurrah, hurrah, bravo,  
going to knock himself down for a song.<sup>o</sup>

ALL Ay, a song, a song,  
TONY Then I'll sing you, gentlemen, a song I made upon this ale-house, the Three Pigeons.

Let schoolmasters puzzle their brain,  
With grammar, and nonsense, and learning,  
Good liquor, I stoutly maintain,<sup>o</sup>  
Gives genius a better discerning.<sup>o</sup>

Let them brag of their Heathenish Gods  
Their Lethes, their Styxes, and Styx,  
Their Quis, and their Quaes, and their  
They're all but a parcel of Pigeons,  
Toroddle, toroddle, toroll.

Methodist preach  
aching that d  
the rascal



# English Literature

## Who are you?

This is a subject for people who like reading books, and even more for people who like talking about books and the ways in which writers manage to get us involved in their imagined worlds. It is a subject which encourages you to think for yourself and also develops your ability to analyse what you read and to understand the ways in which writers try to manipulate your thinking. It is also a subject which trains you to express your answers clearly and fully and which teaches you to put together persuasive and convincing arguments.

You do not need to have studied English Literature at GCSE to study it at A-level but you will certainly find it easier and more enjoyable if you liked the literature element in your GCSE coursework. A grade 6 in English and/or English Literature will make it easier for you to make the change from GCSE to A-level study.

## What will you study and learn?

In English Literature you will study a number of texts, some of them in detail in class, some of them more independently. Many lessons will be spent discussing extract from texts, in order to help you develop a close knowledge and understanding of them. You will learn about the social and historical contexts in which these texts were written, and study a range of authors and genres, both modern and traditional, as well as some critical opinions of them. You will also learn how to write structured, organised, and thorough essays.

## Course content and examinations

We follow the AQA A English Literature specification, which particularly encourages students to become confident independent readers. This specification requires students to study a range of drama, poetry and prose texts. Some of these will be studied closely in class, and others will require students to develop their own understanding.

## A-level Units

### Paper 1: Love Through The Ages

Students study a Shakespeare play, one prose text and a selection of poetry. Currently texts being studied include 'Atonement' and 'Othello'.

### Paper 2: Texts in Shared Contexts

This unit requires students to study a range of texts across the three genres, prose, poetry and drama, linked by a common theme. Currently the texts are related to the First World War and its aftermath and the chosen texts are 'Life Class' by Pat Barker and 'Journey's End' by R.C. Sherriff.

### Paper 3: Non-examination assessment

This is a coursework unit in which girls select two contrasting texts of their own choice, one of which is pre-1900. They work independently with tutorial support from teaching staff, on a task that particularly appeals to each individual student. The final essay should be 2500 words.

## Where could this subject take you?

English Literature is a generally useful subject for students going on to study a wide range of subjects at university, as well as a variety of English degrees. English Literature provides a good background for any arts degree, and can provide a wider perspective for those planning to study for science or technology degrees. English degrees can lead to many different careers, including those in education, journalism, business and entertainment.

# Food Science and Nutrition

## *Level 3 Diploma*

### **Who are you?**

Food and drink is the largest manufacturing sector in the UK. Many employment opportunities within this field are available including Sports Science, Food Technology, Food Marketing, Dietetics and Environmental Health to name a few. You need to enjoy making as well as the science behind food and nutrition.

What will you study and learn?

The Level 3 Food Science and Nutrition qualifications allow students to gain a wealth of knowledge about the food and nutrition industry. Students will have an opportunity to learn about the relationship between the human body and food as well as practical skills for cookery and preparing food.

### **Course content and examinations**

The examination board is WJEC.

Unit 1: Meeting the Nutritional Needs of Specific Groups (mandatory).

This is assessed with an examination and a Controlled Assessment in Year 12.

This unit will enable students to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical work to gain high level making skills to produce quality food items to meet the needs of individuals. The purpose of this unit is for students to develop an understanding of the nutritional needs of specific target groups and plan and cook complex dishes to meet their nutritional needs.

Unit 2: Ensuring Food is Safe to Eat (mandatory)

This is the Controlled Assessment in Year 13. This unit allows the student to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production or wishing to work in the food industry. Practical sessions support the gaining of theoretical knowledge. There will

be a development in the understanding of hazards and risks in relation to the storage, preparation and cooking of food in different environments, and the control measures needed to minimise these risks. From this understanding, students will be able to recommend the control measures that need to be in place, in different environments, to ensure food safety.

Students then choose either Unit 3 or Unit 4, both of which are Controlled Assessment.

There is no examination at the end of Year 13.

Unit 3: Experimenting to Solve Food Production.

The aim of this unit is for students to use their understanding of the properties of food in order to plan and carry out experiments. The results of the experiments would be used to propose options to solve food production problems.

Unit 4: Current Issues in Food Science and Nutrition

Through this unit, students develop the skills needed to plan, carry out and present a research project on current issues linked to issues related to food science and nutrition. This could be from the perspective of a consumer, food manufacturer, caterer and/or policy-making perspective.

### **Where could this subject take you?**

Food Science and Nutrition is relevant to many industries and job roles. Together with qualifications such as biology, chemistry and mathematics you can use this qualification to progress to higher education degree courses such as:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology







# French and Spanish

## Who are you?

Want to broaden your horizons, learn more about yourself and improve your career opportunities? Do you expect to gain at least a grade B in French or Spanish at GCSE? Then studying a modern foreign language is ideal for you!

Sixth Form language studies are rather different from those at GCSE – in a good way, of course! The small class size, informal and relaxed atmosphere with an emphasis on independent learning, speaking as much French or Spanish as possible ... it's a great way to improve your skills.

## What will you study and learn?

The exciting French or Spanish courses you will embark on are highly relevant to your interests and concerns. We focus on discovering how French, Spanish and South American people talk at a personal level, what they think, how they live, how their cultures work. As you develop and build on skills you learned at GCSE, you will also learn more about the mechanics of the language, like grammar and vocabulary.

We use the AQA course books, as recommended by the exam board, but much of the course is taught through a linked online resource, Kerboodle. You will be able to access Kerboodle at home, to do reading, writing, listening and interactive activities. You will watch video and film clips, read online articles and news, research topics on the Internet and in books, prepare presentations ... there's never a dull moment!

## Course content and examinations

The new specifications for language A-levels are now underway and the content is as follows:

Our examination board is AQA (for more information, go to [www.aqa.org.uk](http://www.aqa.org.uk))

The new A-level is a linear course, so students will sit their examinations at the end of the course. The topics covered are Social Issues and Trends, Political and Artistic Culture and Literary Texts and Films whilst undertaking an individual research project.

The examinations are weighted such that the listening, reading and writing paper (Paper 1) is worth 40%, the writing paper (Paper 2) is worth 30% and the speaking paper (Paper 3) is also worth 30% of the total mark.

## Where could this subject take you?

You've probably heard that fewer and fewer British people study languages these days: the European Commission is currently facing a severe shortage of native English speaking interpreters and translators. Officials in Brussels say the situation is becoming so serious that they will have to resort to using more interpreters from other countries or reduce the number of meetings they can hold every day.

Whatever career path you choose, if you're able to communicate effectively in another language you'll certainly be in demand when you start looking for a job. In all sorts of fields, from the travel and tourism industry to engineering, proficiency in a modern foreign language is a real advantage.

# Geography

## Who are you?

If you enjoyed GCSE Geography and want to investigate a wider range of geographical issues, then the AS / A2 course is for you. Ideally you should attain a B grade or above in your GCSE examination. You should be keen, well-motivated and interested in keeping up-to-date with topical issues.

## What will you study and learn?

Geography is the study of the human and physical forces of change affecting the earth. It is about the relationship between people and their environment. As well as investigating important topical issues, you will acquire and develop a wide range of cross-curricular skills such as problem solving and decision-making, ICT and statistical analysis.

Fieldwork plays an essential role in geographical study and research into elements of both physical and human geography is carried out during a residential fieldtrip to the Lake District in the spring term of Year 12. For many students, this chance to study the environment at first-hand is the highlight of the A-level course.

## Course content and examinations

We follow the OCR AS and A-level Geography course.

### Year 12

**Landscape Systems:** This topic introduces learners to the integrated study of earth surface processes, landforms and resultant landscapes within the conceptual framework of a systems approach. An understanding of earth surface processes, together with their associated transfers of energy and movements of materials underpins the landscape systems topic. You may learn about glaciers, glacial processes and the future of fragile environments such as Antarctica.

**Changing Spaces, Making Places:** Places are connected to other places and there are few left untouched from the forces of globalisation. This unit allows learners to look through a local lens to understand global issues, such as economic and social inequality, redevelopment of areas as well as the impact of globalisation in different parts of the world.

**Geographical Debates: Hazardous Earth:** Movement of the Earth's land masses, from Pangaea to present-day are evidence that forces beneath our feet are at work. Seismic and volcanic activity creates hazards as populations have grown and inhabited more of the Earth.

Further units are studied to prepare for A2:

Earth's Life Support Systems focuses on both water and carbon cycling at global and local scales and Global Connections in which students investigate global migration as well as conflict and power. They also study a further Geographical Debate; Disease Dilemmas, where they study global issues around disease and health.

In addition, students at A-level, in Year 13, complete an independent investigation worth 20% of the final A-level.

### Assessment

There are two examinations at AS. Paper One consists of structured and essay type questions on Landscape Systems, Changing Spaces: Making Places as well as fieldwork and skills. Paper Two consists of structured, synoptic and longer essay type questions on the Geographical Debate 'Hazardous Earth'. This is a standalone qualification and topics covered in Year 12 will be re-examined at A-level in Year 13.

There are three examinations at the end of the two year course. The first covers all the physical topics and the second, the human topics. There are structured as well as essay type questions. The third covers both Geographical Debates and consists of structured, synoptic as well as longer, more developed essay questions.

In addition, students in Year 13 complete an independent investigation worth 20% of the final A-level.

## Where could this subject take you?

Geography has been described as one of the most exciting and important academic disciplines. It is highly relevant for students today because it promotes an understanding of the interactions between people and environments and focuses on the study of places. It provides an opportunity to integrate ideas from the humanities, social sciences and physical sciences and as such it can be studied in conjunction with a range of other subjects.

The study of geography rarely leads to a specific area of employment and geography graduates go into a very wide range of jobs. These range from business fields such as administration, management and financial work, to sales, marketing and buying. Information and communications technology and organisational skills, acquired on a geography degree course can be very useful for the civil service, local government, commerce and industry. Some of the most popular opportunities for geographers are cartography, environmental and ecological work, marketing and logistics, meteorology or oceanography, planning, surveying, teaching, development work and work in the business / financial sector.





**Social inequality measures**

Measuring social inequality

How and why spatial inequalities exist

- Education
- Housing
- Health
- Income
- Access to services
- Ethnicity and gender
- Employment or unemployment





Cambridge TECHNICALS Level 3  
Health and Social Care

Cambridge TECHNICALS Level 3 Health and Social Care is matched to the new care qualifications. It provides the knowledge of the Certificate, Extended Diploma, and Diploma in Health and Social Care, and the practical skills and experience for the application of practical skills. The qualification is developed in partnership with Skills for Care, Care Skills for Health and other leading employers' work.

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# Health and Social Care

## *Cambridge Technical Certificate and Introductory Diploma*

### **Who are you?**

Health and social care will appeal to you if you are interested in working with people within a health care setting or a social care setting. Although no prior knowledge of the subject is required, you will need to have a good work ethic in order to meet the demands of a course assessed solely by coursework. You will also be required to organise your own work placement in a health or social care setting alongside your timetabled hours of study.

### **What will you study and learn?**

You will learn about the different forms of communication and interactions and consider how effective communication can be enhanced or hindered, as well as exploring different life stages and factors that impact on human development. Throughout the variety of modules you will develop an understanding of different theories and be able to explain them through the use of case studies and real life experiences from your work placement. You will also learn how to analyse the benefits and weaknesses of these theories which can be applied to context such as health, education and child care.

### **Course content and examinations**

OCR LEVEL 3 Cambridge Technical Certificate in Health and Social Care:

This qualification can be achieved through a one year course which can be taught alongside other AS options. To achieve this certificate three modules will need to be completed, for example;

- Unit One: Developing effective communication in health and social care (Compulsory module)
- Unit Four: Development through the life stages
- Unit Nine: Caring for children and young people

OCR Level 3 Cambridge Technical Introductory Diploma:

This qualification can be achieved through a two year course which can be taught alongside other A-level options. To achieve the diploma a further three modules would need to be completed during Year 13. Module choices can be flexible, some examples of modules include: developing creativity in young people and promoting health education.

### **Where could the subject take you?**

This qualification will support further study in Further Education or higher education, such as degrees or foundation degrees. The qualification will also support progression into any type of care service such as child care or specialist support workers in any health or social care settings.



# History

## Who are you?

You are a student studying history at GCSE who is looking forward to gaining a good grade. You are someone who likes history because you have an enquiring mind, enjoy finding out about the past and can think analytically and independently so you can argue a point of view. You enjoy discussing and debating current affairs and drawing parallels between past and present.

## What will you study and learn?

You will have the opportunity to study a range of periods from history in a variety of ways - with both national and international perspectives. This will include learning about significant events and individuals who have changed and shaped the course of history. At Kingsley we will study a combination of 16th century and 20th century history covering a total of 200 years.

## Course content and examinations

Examination board: AQA

### Component 1 Breadth Study

The Breadth Study analyses significant historical developments over a period of around 100 years and associated interpretations. We will study The Tudors: England 1485 – 1603. This will include investigating the social, economic, religious, political and foreign changes which occurred through the Tudor period. The breadth study is worth 40%.

### Component 2 Depth Study

This is the study in depth of a period of major historical change or development and associated primary evidence. The Depth Study will be Italy and Fascism: 1900-1945. This will include an analysis of the rise and fall of Mussolini and the changes brought about by his dictatorship. The Depth Study is worth 40%.

### Component 3 Historical Investigation (only at A2)

The coursework topic is of the student's own choice. This should provide flexibility and enable a student partly to pursue her own historical interest. For example, past coursework topics have included the Arab-Israeli Conflict and China 1875-1976. The coursework is worth 20%.

A-level exams will be taken at the end of the course - a linear system of assessment. In addition, AS exams may be taken in the summer of Year 12. These may be "stand alone" qualifications for those who do not wish to continue the subject, but more likely will provide useful examination practice and guidelines for university applications in Year 13.

## Where could this subject take you?

An A-level in history integrates well with other academic subjects, is highly regarded by universities and will allow you to develop skills needed for a wide choice of careers, including law, academia, administration, civil service, management, marketing and work in the media.









# Information Technology

## *Cambridge Technical Certificate and Introductory Diploma*

### **Who are you?**

The Cambridge Technical Certificate or Introductory Diploma in ICT can be combined with a wide range of subjects at A-level and is a very useful addition to your post-16 studies. It will appeal to you if you are interested in IT or are preparing for employment in IT. The UCAS points that this qualification attracts are comparable with an A-level and will help you if you wish to gain a Level 3 qualification to support further study in higher education in IT.

### **What will you study and learn?**

The qualification provides a wide range of units such as information systems, creating a website, computer animation, interactive media authoring, graphic design and communication. It is an ideal foundation from which to enter higher education or the workplace, providing a theoretical background reinforced with practical skills. The qualification is at Level 3 and is available in 3 sizes all of which attract UCAS points.

### **Course content and examinations**

The units studied can be tailored to suit the needs of group members each year. For example, in previous years, the following units were studied and when combined made up an AS equivalent qualification:

- Unit 1 Communication and employability skills for IT
- Unit 27 Digital Graphics
- Unit 17 Interactive Media Authoring

The study of 3 additional units will result in the achievement of a full A-level equivalent qualification and attract the same UCAS points. Units are available in a very wide range of IT related subjects and are chosen to suit the needs and interests of the group. All units are assessed through practical and written assignments which are completed throughout the year and are externally moderated by an OCR moderator.

### **Where could the subject take you?**

This qualification provides an excellent progression route to a wide range of degree courses in IT, computing or into employment or an apprenticeship in the IT field. You will have the opportunity to acquire the essential knowledge and tools for the world of work by developing transferable skills such as planning, research and analysis, working with others and effective communication. Some students choose IT in order to support their other subject choices knowing that they will develop IT practical skills to support their higher education studies in the future.

# Latin

## Who are you?

You enjoy translating Latin and are keen to develop greater fluency in the language. You enjoy reading Latin literature and wish to analyse literary techniques used by Roman authors.

You need to be able to show a sound foundation of grammar and vocabulary through GCSE Latin and be prepared to discuss your ideas on the literature in class.

## What will you study and learn?

For the new AS and A-level Latin qualifications, there is a focus on analytical and evaluative skills. Students will acquire the confidence to approach language sensitively and critically. They will hone their analytical skills and be intellectually challenged by covering a range of disciplines such as history, philosophy, religion and politics as well as literature. There is now greater choice of literature texts covered so students can read more widely and gain a deeper understanding of the life and culture of the ancient world.

## Course Content and Examinations

Examination board: OCR

AS-level H043:

- Language: you will translate an unseen passage into English and either answer comprehension questions or translate sentences from English to Latin. There is a set vocabulary list. Tested by a 1 hour 30 minutes examination worth 50% of the qualification.

- Verse and Prose Literature: you will answer questions requiring knowledge of the text and discussion of the literary features used by the writers. Tested by a 2 hour examination worth 50% of the qualification.

A-level:

This is a linear qualification so all assessment will be at the end of the two year course in June 2019.

## Latin language

-Unseen translation: you will translate an unseen prose and verse passage into English. There is no defined vocabulary list. Tested by a 1 hour and 45 minute examination worth 33% of the qualification.

-Prose composition or comprehension: you will either complete a short translation and answer comprehension questions or translate a passage from English to Latin. Tested by a 1 hour and 15 minute examination worth 17% of the qualification.

## Latin literature

- Verse Literature: you will study two Roman poets. The examination will be translating and answering questions requiring knowledge of the text and discussion of the literary features used by the writer. You will also write an essay in English. Tested by a 2 hour examination worth 25% of the qualification.

- Prose Literature: you will study two Roman writers. The examination will be translating and answering questions requiring knowledge of the text and discussion of the literary features used by the writer. You will also write an essay in English. Tested by a 2 hour examination worth 25% of the qualification.

## Where could this subject take you?

If you wanted to continue your study of Latin after A-levels you could follow a course in Classics at degree level and have the option to combine this with ancient Greek. Latin is an academic subject which is highly regarded by universities and prospective employers as it shows that you have an analytical mind and are capable of paying attention to detail. Latin is a superb choice if you are thinking of a career in law, medicine or veterinary science because as well as helping you with Latin terms, it will help to make your qualification stand out in these very competitive fields. Latin is also useful for a variety of career paths including languages, accountancy, archaeology, teaching and computer science as it trains your brain in a rigorous way.







# Mathematics

## Who are you?

You enjoy mathematics, particularly algebra, trigonometry and problem solving. You are able to think logically and analytically. You will be expected to have achieved at least a grade 6 in your GCSE. If you wish to take Further Mathematics, you will need to achieve a grade 8 or 9.

## What will you study and learn?

Mathematics at A-level is a course worth studying in its own right. It is challenging but interesting. It builds on work you will have met at GCSE, but also involves new ideas that some of the greatest minds of the last millennium have produced. It serves as a very useful support for many other qualifications as well as being a sought after qualification for the workplace and courses in higher education.

While studying mathematics you will be expected to:

- use mathematical skills and knowledge to solve problems
- solve quite complicated problems by using mathematical arguments and logic.
- understand and demonstrate what is meant by proof in mathematics
- simplify real life situations so that you can use mathematics to show what is happening and what might happen in different circumstances
- use the mathematics that you learn to solve problems that are given to you in a real-life context
- use calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately; understand when not to use such technology and its limitations

At Kingsley we study mathematics at A-level in three branches:

1. Pure Mathematics – When studying pure mathematics at AS and A-level you will be extending your knowledge of such topics as algebra and trigonometry as well as learning some brand new ideas such as calculus. If you enjoyed the challenge of problem-solving at GCSE using such techniques then you should find the prospect of this course very appealing. Although many of the ideas you will meet in pure mathematics are interesting in their own right, they also serve as an important foundation for other branches of mathematics, especially mechanics and statistics.

2. Mechanics – When you study mechanics you will learn how to describe mathematically the motion of objects and how they respond to forces acting upon them, from cars in the street to satellites revolving around a planet. You will learn the technique of mathematical modelling; that is, of turning a complicated physical problem into a simpler one that can be analysed and solved using mathematical methods. Many of the ideas you will meet in the course form an almost essential introduction to such important modern fields of study as cybernetics, robotics, biomechanics and sports science, as well as the more traditional ideas of engineering and physics.

3. Statistics – When you study statistics you will learn how to analyse and summarise numerical data in order to arrive at conclusions about it. You will

extend the range of probability problems that you started for GCSE by using the new mathematical techniques studied on the pure mathematics course. Many of the ideas you will meet in this course have applications in a wide area of other fields – from assessing what your car insurance is going to cost to how likely it is that the earth is going to be hit by a comet in the next few years.

Students studying Further Mathematics are able to study a fourth branch of mathematics:

4. Decision Mathematics – When you study decision mathematics you will learn how to create and apply algorithms and use linear programming to solve problems. You will learn how to apply methods of optimization to real-life problems in order to improve profit and efficiency. Many of the ideas you will meet in the course are very strongly linked to computer technology and programming and form an almost essential introduction to business, finance, project planning and management.

## Course Content and Examinations

The examination board is EDEXCEL.

AS-level Units – lead to an AS-level in Mathematics

1. Pure Mathematics 1 (62.5%) 2 hours
2. Statistics & Mechanics (37.5%) 1 hour

A-level Units – leads to a GCE in Mathematics

1. Pure Mathematics 1 (33.3%) 2 hours
2. Pure Mathematics 2 (33.3%) 2 hours
3. Statistics & Mechanics (33.3%) 2 hours

Further Mathematics students will take all the units:

- Further Mathematics AS Level – Further Pure 1 (50%) 1 hour 40 minutes, Further Option 1 (50%) 1 hour 40 minutes
- Further Mathematics A Level – Further Pure 1 (25%), Further Pure 2 (25%), Further Option 1 (25%), Further Option 2 (25%)

Each unit has a 1 hour 30 minute examination at the end of Year 13.

## Where could this subject take you?

A-level mathematics is a much sought after qualification for entry to a wide variety of full-time courses in higher education. There are also many areas of employment that see a mathematics A-level as an important qualification and it is often a requirement for the vocation qualifications related to these areas.

Higher education courses or careers that either require A-level mathematics or are strongly related include economics, medicine, architecture, engineering, accountancy, teaching, psychology, computing and information technology.

If you wanted to continue your study of mathematics after A-levels you could follow a course in mathematics at degree level or even continue further as a postgraduate and get involved in mathematical research.



# Music

## Who are you?

You are someone who plays an instrument or sings to a high standard. You will need to be creative, reflective and energetic and willing to solve problems. You enjoy practical music making and have an interest in a wide variety of music. You do not need to have taken GCSE music, or to have done any grades on an instrument or voice, but you will need to be able to demonstrate that your practical and theoretical knowledge is of the required standard.

## What will you study and learn?

The OCR AS-level in Music requires learners to develop an in-depth knowledge and understanding of musical elements, musical contexts and musical language, and allow students to apply these, where appropriate, to their own work when performing and composing. We study in depth some cornerstones of Western Music, as well some more avant garde work, from a variety of traditions and genres.

### Areas of Study

1. Instrumental music of Haydn, Mozart and Beethoven
2. Popular song: Blues, jazz, swing and big band
3. Instrumental jazz from 1910 to the present day
4. Religious music of Bach, Purcell and Handel
5. Programme music 1820-1910
6. Innovations in music from 1900 to the present day

## Course content and examinations

The OCR Specification is followed. The A-level Specification allows for room to specialise as either a performer or a composer. You will study EITHER Pathway A or Pathway B, according to your strengths as a musician, and a listening exam based on the areas of study from the course.

### Performing A (25%)

#### Recital Explanation/commentary of piece(s)

A video recorded recital accompanied by a verbal or written explanation of the pieces chosen. Learners will make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical and expressive control and an understanding of style and context. This will be achieved through playing or singing solo or in an ensemble, improvising, or realising music through music technology.

### Composing A (35%)

Composition of at least three separate pieces of music

- One to a brief set by OCR
- One to a brief written by the learner
- A specialist study in composition techniques
- Combined duration at least 6 minutes.

### Performing B (35%)

#### Recital (10-12 Minutes) Explanation/commentary of piece(s)

A video recorded recital accompanied by a verbal or written explanation of the pieces chosen. Learners will make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical and expressive control and an understanding of style and context. This will be achieved through playing or singing solo or in an ensemble, improvising, or realising music through music technology.

### Composing B (25%)

Composition of at least two separate pieces of music

- One to a brief set by OCR
- One to a brief written by the learner
- Combined duration at least 4 minutes.

### Listening and Appraising

Written exam responding to extracts on a CD and contextual study of prescribed works and Areas of Study

- Aural recognition and context
- Unheard/unfamiliar music
- Analysing and evaluating prescribed music
- Reflecting on music written for a purpose.

## Where could this subject take you?

Many subjects go well with music from a wide range of humanities and languages as well as mathematics and science. With a qualification in music you could go on to higher education and job possibilities include work in the music industry, teaching, and other related areas. However, past students have also gone on to study subjects as diverse as medicine, English Literature, philosophy and psychology. Many universities value music as an A-level because it teaches such a huge range of skills.









# Photography

## Who are you?

Photography at The Kingsley School will give you access to state of the art digital editing facilities equipped with Adobe Photoshop® and use of professional studio lighting equipment, allowing you to work at an industry standard with your digital photography.

To embark on AS photography, a GCSE in Art & Design is recommended, but not essential. The most important requirements are that you have a real interest in the subject and will apply yourself with enthusiasm, effort and commitment.

All candidates will be required to submit a small portfolio of work to assess their suitability for the subject.

## What will you study and learn?

A-level Photography will allow you to develop your skills in picture-taking and provide you with advanced Photoshop skills. Alongside the development of these technical skills you will study essential elements such as lighting, studio techniques and composition, underpinned by critical and contextual studies.

The course will also give you the opportunity to develop your own identity as a photographer, through the close study of other photographers and their influence in your work.

## Course content and examinations

The photography course that you will follow at AS or A-level is endorsed Art & Design (Photography: lens-based and light-based media) as specified by the examination board, AQA.

The AS specification is comprised of a practical portfolio component and an externally set assignment, which concludes with a 10 hour examination.

The A-level specification is comprised of one component of practical coursework (personal investigation) supported by a written element of no less than 1000 and no more than 3000 words, followed by an externally set assignment, which concludes with a 15 hour examination.

At AS-level the portfolio component counts for 60% and the externally set assignment component makes up the remaining 40% of the final grade. If the subject is continued at A-level, none of the AS mark goes towards the overall A-level grade. At A-level, the personal investigation unit counts for 60% and the externally set task unit makes up the remaining 40% of the final grade.

## Where could the subject take you?

Photography skills can support applications for further qualifications and careers in many creative fields including film, graphic design, advertising, fine art, illustration and web design. Specific careers in photography could involve photojournalism, portrait, scientific, fashion or sports photography, publicity and freelance work.





# Physical Education

## Who are you?

Ideally you will have a good scientific background, having achieved a grade A or B at GCSE. Studying PE at GCSE is an advantage but not essential. It is vital that you are regularly involved in at least one sporting activity at club, county or regional level; this can be as a performer, coach or official.

## What will you study and learn?

There are four units in the whole course, two at AS and two at A2. One at each level is practically based. You will study:

- Analysis of Performance and complete an oral presentation on your own or another student's performance.
- Psychology of Sport: You will learn to appreciate how we are motivated to take part in sport. What gives us the will to win? Why do some sports players crumble under pressure whilst others become 'psyched-up'?
- Exercise Physiology and Biomechanics: By studying the body, you will learn how it works and how it can be trained to operate efficiently and effectively in sporting activities.
- Comparative studies in sport and culture: Here you will study the development of Physical Education in the UK, the USA and Australia in order to understand how different cultures have influenced the way in which various sports and activities have been adopted and organised by each country.

## Course content and examinations

Examination board: OCR

AS Units:

UNIT 1: An introduction to Physical Education (60% of the total grade)

This Unit is divided into three sections:

- Section A: Anatomy and Physiology. Students will gain an understanding of how the body and its various systems influence performance in different physical activities.
- Section B: Acquiring movement skills. In this section students will develop an insight into how we learn particular physical skills and the influence that different practice methods have on our performance.
- Section C: Socio-cultural studies relating to participation in physical activity. Here, students will learn about different types of physical activity which have developed and their benefits to both the individual and society. Students will also look at past and present influences on participation in physical activity e.g. the Olympic Games Movement, sponsorship and the media.

UNIT 2: Acquiring, developing and evaluating practical skills in physical education as a performer, and/or in an adopted role. (40% of the total grade)

The Unit is divided into two sections:

- Section A will involve either a practical performance of two activities from

two different activity profiles or a performance of one activity and either officiating or coaching/leading one activity from a different activity profile. Depending on the roles chosen, students are expected to produce a video and/or a log book record over a period of three months minimum. This will be used to assist in the moderation process. In addition, students must evaluate and plan for the future improvement of that performance.

- Section B involves the observation of a live performance by another candidate in one of their own assessed performance activities. They must then critically evaluate the skills shown and consider the factors that make for an effective and efficient performance. Knowledge of the health and fitness benefits of the activity should also be explained.

AS Examination: 1 written paper x 2 hours. There will also be an assessment of practical work in two different activities which will be externally moderated.

A2 Units:

UNIT 3: Principles and concepts across different areas of Physical Education

This unit is divided into two sections:

- Section A: Historical studies and Comparative studies.
- Section B: Sports Psychology, Biomechanics and Exercise and Sport Physiology.

Candidates will have the choice of studying three of the five possible options with at least one from Section A.

UNIT 4: The improvement of effective performance and the critical evaluation of practical activities in Physical Education

Candidates will select one aspect to work on from the roles assessed at AS-level and should be able to explain the factors that make for an effective and efficient performance.

In addition, candidates will observe a live performance and analyse the quality of performance with a view to improving it using particular strategies and action plans.

A2 Examination: 1 written paper x 2 hours. There will also be an assessment in one practical which will be externally moderated.

## Where could this subject take you?

A-Level Physical Education is a versatile and exciting qualification. Previous students have gone on to study physiotherapy, teaching, sports management, sports science and outdoor education at university. Career paths could also include nursing, midwifery, paramedic, nutritionist, sports psychologist and sportswear design.



 *concept 2*





# Physics

## Who are you?

Physics AS and A2 courses are aimed at students who enjoy finding out how things work and like to question the nature of the Universe. You are likely to want to further your interests in science at university level or to demonstrate that you have excellent problem solving skills.

You need to be good at both physics and mathematics, expecting to achieve at least a B grade in separate science: physics or in the physics components of GCSE science and additional science as well as at least a grade 6 from the GCSE mathematics course. If you plan to study physics or engineering at university you must take mathematics at A-level. You will also be competent in the use of ICT and have good practical skills.

## What will you study and learn?

You will study various concepts in physics, extending your knowledge of the topics covered at GCSE and meeting new, current ideas which are at the forefront of physics research.

In studying physics you will gain many skills, including:

- The ability to relate physics to the wider world
- The application of your knowledge to solving problems
- The ability to use mathematics as a tool
- The ability to use ICT to model concepts
- Practical skills including the planning of investigations and the analysis and evaluation of your results
- The ability to discuss the purpose of new physics research and its relationship to society
- Independent learning

## Course content and examinations

AS and A2 Units

Examination board: AQA

This qualification is linear, this means that students will sit all the AS exams at the end of their AS course and all the A-level exams at the end of their A-level course.

Core content

- 1: Measurements and their errors
- 2: Particles and radiation
- 3: Waves
- 4: Mechanics and materials
- 5: Electricity
- 6: Further mechanics and thermal physics
- 7: Fields and their consequences
- 8: Nuclear physics
- 9: Medical physics option

AS-level

At AS-level, sections 1 to 5 are assessed in two papers each worth 50% of the AS.

Paper 1 is a written exam of 1 hour and 30 minutes. It is comprised of 70 marks of short and long answer questions split by topic.

Paper 2 is a written exam of 1 hour and 30 minutes. It is also worth 70 marks in a total of three Sections:

Section A: 20 marks of short and long answer questions on practical skills and data analysis

Section B: 20 marks of short and long answer questions from across all areas of AS content

Section C: 30 multiple choice questions

A-level

At A-level, there are two written exams:

Paper 1 is a written exam of two hours, it assesses knowledge of sections 1 to 5 and 6.1 periodic motion. It is comprised of 85 marks: 60 marks of short and long answer questions split by topic and 25 marks of multiple choice questions. It is worth 34% of the A-level.

Paper 2 is a written exam of two hours. It assesses knowledge of sections 6.2 to 8. It is comprised of 85 marks: 60 marks of short and long answer questions split by topic and 25 marks of multiple choice questions. It is worth 34% of the A-level.

Paper 3 is a practical skills and data analysis exam of two hours. There are 80 marks available and it is worth 32% of the A-level.

## Where could this subject take you?

Physics is useful in a wide variety of careers and shows universities and employers that you are a logical thinker.

Physics is essential if you want to pursue a career in physics related subjects, including astronomy or engineering.

Physics is useful if you want to follow a career in medicine, dentistry, physiotherapy, optometry, audiology or any other medical related studies. It is also a preferred subject for some architecture courses.

Physics might be useful if you want to demonstrate that you have good problem solving skills. It complements economics, business studies, law, mathematics and environmental sciences.



# Psychology

## Who are you?

Psychology will appeal to you if you are interested in people and why they behave in the way they do. You should enjoy debating alternative explanations; if you require definite answers, psychology is not for you. You are not expected to have any prior knowledge of psychology but a good standard of English and mathematics is important.

## What will you study and learn?

You will learn about different explanations for human behaviour and the various methods used by psychologists to study behaviour and attitudes. You will be encouraged to reflect on your experiences in the light of psychological theory and to apply psychological knowledge to the world around you. You will learn how psychologists design investigations, collect and interpret data, and how psychological theory and research findings are applied in various contexts including the law, health, child care and education and social policy. Psychology teaches you to think independently and critically.

## Course Content and Examinations

Psychology students will follow the AQA specification. In Year 12 students will focus on the following topic areas:

- approaches in psychology: the different theoretical views on human behaviour;
- research methods used to study human behaviour, for example, observations and experiments;
- social psychology: the study of how behaviour is affected by the presence and behaviour of other people around us;
- cognitive psychology: the study of internal mental process such as memory and perception;
- child development, including the development of thinking processes and moral understanding;

In Year 13 students studying A2 psychology will focus on the the following topic areas:

- the psychology of gender;
- atypical psychology, including explanations and treatments for schizophrenia and mood disorders;
- forensic psychology, including explanations for offending behaviour and the role of psychologists in treating offending behaviour;
- perspectives and debates in psychology, including issues like the influence of nature and nurture on behaviour and the role of free will;
- research methods and statistics.

## Where could this subject take you?

Psychology combines well with a wide variety of A-level subjects and is useful for many career paths. It may be studied in higher education as a subject in its own right or combined with other subjects. It is possible to specialise in clinical, child, occupational, educational or criminal psychology, but knowledge of psychology is also useful for a variety of careers, especially those which involve working with people such as teaching, health, business and management.



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Table with 4 columns and 1 row of headers			
Table with 4 columns and 1 row of data			
Table with 4 columns and 1 row of data			
Table with 4 columns and 1 row of data			

**Example 11.1: Defective merchandise**

The following table shows the number of defective items found in a sample of 100 items. The items are classified as defective or non-defective. The table shows the results of a binomial distribution.

Number of Defective Items	Probability
0	0.0001
1	0.0044
2	0.0162
3	0.0470
4	0.1054
5	0.1937
6	0.2639
7	0.2980
8	0.2835
9	0.2101
10	0.1074





# Religious Studies

## Who are you?

You will be a person who is interested in and thinks deeply about the fundamental questions which people ask about life. For example, why are we here? How should we live our lives? And what happens to us when we die?

You will have a keen interest in moral and ethical issues such as abortion, euthanasia, environmental and business ethics, and how these issues affect people in their everyday lives.

Many other subjects go well with Philosophy and Ethics: for example English, history, psychology and politics. It can also be a useful complement to science subjects particularly for those thinking of following a career in medicine.

You will want to develop your abilities in critical thinking and skills in argument and analysis, as well as consider a variety of opinions and views about such fundamental questions.

It would be helpful if you have done GCSE Religious Studies, Philosophy

and Ethics and have achieved a good grade, however it is not an essential requirement of the course. You do not have to be religious to succeed in this subject, but you need to have a critical mind and a love of discussion.

## What will you study and learn?

In religious studies you will be introduced to philosophy, ethics and Christianity as explored by some of the great thinkers of our time. You will learn some of the basic concepts and information that you will need as you progress through the course and you will begin to develop skills in argument and analysis. We will use set texts but also refer to video and news information as it relates to these issues.

AS and A2 units

Course content and examinations: you will study OCR Religious Studies, which will be available as a one year AS course or two year A-level.

The course is divided into three sections; Philosophy of Religion, Religious Ethics and Developments in Christian thought. Within these topics you will look at the following:

	Philosophy of religion	Religious Ethics	Developments in Christian thought
AS-level	Ancient philosophical influences Mind body and soul Arguments for the existence of God based on observation Arguments for the existence of God based on reason Religious experience Problem of evil	Natural Law Situation Ethics Utilitarianism Categorical Imperative Euthanasia Business ethics	Augustine's teaching on human nature Death and the afterlife Knowledge of God The person of Jesus Christ Christian moral principles Christian moral actions
A-level	The nature of attributes of God Religious language: Negative, Analogical or Symbolic Religious Language: Twentieth Century Perspectives	Ethical Language: Meta-ethics Conscience Sexual Ethics	Religious pluralism and theology Religious pluralism and society Gender and society Gender and theology The challenge of secularism Liberation theology and Marx

There will be 3 papers in Year 12 for AS-level. Each will be 1 hour 15 minutes and will make up 50% of the final A-level grade. In Year 13, the three papers will be 2 hours each. There is no coursework for religious studies.

## Where could the subject take you?

Philosophy and Ethics in Religious Studies is a highly respected qualification. This could lead to higher education, at college or university. The skills developed and subjects covered in philosophy and ethics are particularly useful for careers in law, education, social work, politics, medicine, administration and the media.



# Sport

## *Cambridge Technical Certificate or Introductory Diploma*

### **Who are you?**

The Cambridge Technical Certificate in Sport can be combined with a wide range of subjects at A-level. It will appeal to you if you have a strong interest in sport or are preparing for a career in sport. The UCAS points that this qualification attracts are comparable with an A-level and will support further study in higher education in sport.

### **What will you study and learn?**

The qualification is divided into a wide range of theoretical and practical units such as practical performance analysis, sports coaching and leadership, body systems, human movement and organisation of sporting events.

### **Course content and examinations**

The units studied can be adapted to suit the individual group members every year.

For example the following four units could be studied during Year 12:

Unit 1– Principles of Anatomy and Physiology in Sport

Unit 2 – Sports Coaching

Unit 3 – Current Issues in Sport

Unit 4 – The Physiology of Fitness

Selection of three additional units (from over 20) in Year 13 will result in the achievement of a full A-level equivalent qualification and attract the same UCAS points. All units are assessed through practical and written assignments which are completed throughout the year and are externally moderated by an OCR Moderator.

### **Where could the subject take you?**

This qualification provides an excellent progression route to a wide range of degree courses in sport, nutrition, healthcare and exercise. You will also have developed the practical skill to gain further qualifications in sports coaching and working within the leisure industry.





*Course to be offered subject to sufficient interest*

## Applied Science *BTEC Level 3 Extended Certificate*

### Who are you?

This qualification is aimed at 16 to 18 year old students who are in full-time Sixth Form education and who wish to progress to higher education and/or pursue a career in the applied science sector.

### What will you study and learn?

The certificate in Applied Science is made up of three mandatory units:

- 1 Key concepts in science
- 2 Applied experimental techniques
- 3 Science in the modern world

And one optional unit based on either Medical Physics, Microbiology or Organic Chemistry

### Course content and examinations

In this BTEC you will:

- practise experimental scientific techniques and explore how they're applied in industry
- develop your knowledge and understanding of concepts in biology, chemistry and physics
- plan and carry out a scientific investigation of your own choosing
- explore ways in which topical scientific issues are presented in the media
- investigate the role of scientists and the different career pathways open to you
- use the optional unit to decide which scientific pathway to follow.

You will need to have a good work ethic in order to meet the demands of a course assessed by coursework (33.3%) and written examination (66.6%).

### Where could the subject take you?

This qualification is supported by a range of universities, and taken alongside other qualifications it can fulfil the entry requirements for a number of science-related higher education courses, including biomedical, forensic and sports science, as well as nursing. In addition, the qualification is eligible for UCAS points.



*Course to be offered subject to sufficient interest*

## **Business**

### *Cambridge Technical Certificate or Introductory Diploma*

#### **Who are you?**

Business is a very broad subject and provides an excellent foundation for progression onto a range of degree subjects and into many different industrial sectors. Although no prior knowledge of the subject is required, you will need to have a good work ethic in order to meet the demands of a course assessed solely by coursework. You will also be encouraged to organise a work placement in a business setting alongside your timetabled hours of study.

#### **What will you study and learn?**

There are 22 units within the qualification from which to choose. The mandatory unit provides an understanding of the environment in which business operates. The optional units can be chosen to suit the individual interests of girls choosing to study this course.

#### **Course content and examinations**

OCR Level 3 Cambridge Technical Certificate in Business:

This qualification can be achieved through a one year course which can be taught alongside other AS options. To achieve the certificate three modules will need to be completed, for example:

- Unit One: The Business Environment (Compulsory module)
- Unit Three: Introduction to Marketing
- Unit Nine: Creative Product Promotion

OCR Level 3 Cambridge Technical Introductory Diploma:

This qualification can be achieved through a two year course which can be taught alongside other A-level options. To achieve the diploma a further three modules would need to be completed during Year 13. Module choices can be flexible some examples of modules include; business accounting, human resource management in business, managing a business event, understanding business ethics.

#### **Where could the subject take you?**

This qualification will support progression to further study at a university or higher education institution, into a Level 3 apprenticeship or providing a valuable foundation for those students wishing to go into the workplace after their A-levels.



*Course to be offered subject to sufficient interest*

## Government and Politics

### **Who are you?**

This subject provides the opportunity to study something new, something you have not been able to do at GCSE. There are no specific qualifications necessary to study Politics and it goes well with subjects like English, history and geography but it also makes an interesting addition to sciences courses.

You will enjoy this subject if you like a good argument, are interested in what happens in the world, would like to know how decisions are made that affect our lives and if you would like to improve your analytical skills.

### **What will you study and learn?**

You will develop a critical awareness of politics and study the main aspects of the UK political system. We look at the ideas behind politics, like power, and then see how they work in reality. In Year 13 we study American politics.

### **Course content and examinations**

There is one unit in the AS Level:

- Government and politics of the UK: the nature and sources of the British constitution, the structure and role of Parliament, the Prime Minister and Cabinet, the judiciary, devolution, democracy and participation, elections and referendums, political parties, pressure groups and the European Union.

There is one examination paper with a combination of short response, extract based and essay style questions.

There are two further units at A Level:

- The government and politics of the USA
- Political ideas

At A Level all units are assessed through a mixture of medium length 'explain' and essay style questions

### **Where could the subject take you?**

This is a highly regarded academic course which should encourage you to be a clear thinker and a confident participant in discussion. This is one of the more unusual subjects so it can help you to stand out from the crowd on an application form. It is particularly useful if you are thinking of studying law, history, geography, business or economics but it is also very useful for the rest of your life!

*Course to be offered subject to sufficient interest*

## **Travel and Tourism**

### *BTEC Level 3 Certificate and Extended Certificate*

#### **Who are you?**

If you are interested in the travel and tourism industry, then this is the course for you. This qualification has been designed with progression to higher education in mind, and has been endorsed by a number of universities. It also provides a solid foundation from which to progress to an apprenticeship programme, or to employment in this sector.

#### **What will you study and learn?**

The travel and tourism industry in the UK is growing and is of major importance to the economy. Learners will develop the skills needed to analyse the importance of tourism to the UK. They will consider different types of destinations and their importance and will investigate the features and appeal of global destinations. They will explore and apply ways of managing the internal and external customer experience to support organisational success and develop their customer service skills.

#### **Course content and examinations**

Pearson BTEC Level 3 National Certificate in Travel and Tourism

This qualification can be achieved through a one year course which can be taught alongside other AS options. To achieve the certificate two units will need to be completed, both of which are mandatory:

Unit 1: The World of Travel and Tourism (externally assessed)

Unit 3: Managing the customer experience (coursework unit)

Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism

In addition to units 1 and 3, girls will study a further mandatory unit: Unit 2 Global Destinations (externally assessed). They will study one optional unit, selected from a pool of 15 units, which will be chosen to reflect the interests of the group. Examples of possible option units include:

Unit 8 The airport experience

Unit 10 Marketing in the travel and tourism industry

Unit 12 Sustainable tourism

Unit 15 Visitor attraction

#### **Where could the subject take you?**

This qualification has been designed with progression to higher education in mind, and has been endorsed by a number of universities. It also provides a solid foundation from which to progress to an apprenticeship programme, or to employment in this sector.



## Application Timeline

<b>Sixth Form Open Evening</b>	November
<b>Application for Scholarship Exams*</b>	December
<b>Application Form due for Sixth Form</b>	January
<b>Sixth Form Interviews Commence</b>	January
<b>Scholarship Interviews</b>	February
<b>Offers made and scholarships awarded</b>	February/March
<b>Sixth Form Induction</b>	July
<b>Start of Sixth Form</b>	September

Application forms are available for download via The Kingsley School website, or by contacting the School Registrar or Mrs Dawn Morgan, Head of Sixth Form, on [registrar@kingsleyschool.co.uk](mailto:registrar@kingsleyschool.co.uk) or [d.morgan@kingsleyschool.co.uk](mailto:d.morgan@kingsleyschool.co.uk).



\*external candidates only







*esse quam videri - be what you seem to be or be true to yourself...*



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