



KLB  
**SIXTH  
FORM**

*With effort comes reward*

# Sixth Form Course Guide

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2020/21

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KATHARINE LADY BERKELEY'S SCHOOL, WOTTON-UNDER-EDGE, GL12 8RB

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# The Sixth Form at Katharine Lady Berkeley's School

Katharine Lady Berkeley's School is a rural comprehensive school situated in beautiful countryside. It was founded in 1384 making it one of the oldest state schools in the country. Currently it has 1470 students attracted from Wotton-under-Edge and nearby villages as well as a significant number from further afield.

The sixth form currently numbers 264 students, mainly from Katharine Lady Berkeley's School but with some having transferred from other schools or having moved into the area.

The next two years offer you many exciting opportunities, which will be rewarding as well as challenging. By taking sixth form courses at Katharine Lady Berkeley's School, you are choosing a caring and structured environment which will help you to realise your potential.

We provide excellent teaching, a good working environment and sound guidance on all aspects of post GCSE studies. The last three full OFSTED reports, in 2008, 2012 and 2017, have rated the achievement of students and quality of provision in our sixth form as being outstanding. In our last inspection, in May 2017, the comments made about our sixth form included:

- Leadership, provision and the quality of teaching in the sixth form are outstanding.
- Sixth form students set a fine example for pupils in the rest of the school. They are self-assured and confident, but also embody qualities such as modesty and humility. They, like other pupils in the school, are caring and altruistic. As such, students are highly effective ambassadors for the school.
- The number of students completing their courses and going on to higher education, employment or training is higher than the national average. This is because students enjoy their courses and respond well to the teaching they receive. It is also because they have high aspirations and benefit from strong support that helps them to achieve highly.

For existing students, the staff know you and you know them, but for new students you will find that you quickly feel a part of this sixth form.

Many of our students go onto higher education and we have a strong tradition of students entering Oxbridge. Whatever your goals, we will help you to achieve them.

The Sixth Form is the time when some of the most important decisions in your life are made and our aim is that you feel supported and confident in the choices you make.

Hannah Khan  
November 2020

## Key contacts

Mr T Rand (Headteacher):	<a href="mailto:trand@klbschool.org.uk">trand@klbschool.org.uk</a>
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# Choosing courses

## **Entry requirements and programmes of study**

There are specific entry requirements for each subject offered in Year 12 – see page 5 for details. To join the sixth form a student must have achieved at least:

3 passes at Grade 5 and 2 passes at Grade 4

In addition, candidates must also be able to follow a programme of study including at least three full A level courses in line with the entry requirements for individual courses as detailed for each subject on page 5.

## **Programmes of study:**

**To study 4 subjects:** We recommend that students with mainly grades 6 to 9 at GCSE would be best suited to studying 4 subjects in Year 12. At the end of Year 12, most students will reduce their programme to 3 subjects for Year 13.

**To study 3 subjects:** We recommend that students with mainly grades 4 and 5 at GCSE would be best suited to studying 3 subjects in Year 12.

## **A typical Year 12 timetable**

With the current 50 period timetable over a fortnight, you will spend nine periods on each of your courses. Your A level studies will be supported by private study sessions. In addition to this, students have one hour of enrichment each week and an additional life skills session each fortnight.

## **Which courses can I choose?**

There are many courses offered as described in this course guide. The schedule is as follows:

- Students make their initial selection of subjects in February;
- The option blocks will then be created (see below). During this process, we endeavour to achieve the best 'fit' with students' choices. This is also the stage at which we make decisions about the numbers of groups for each subject and also whether some subjects will not be timetabled due to low numbers;
- All students will be interviewed in March or April;
- Students can change their options after this time in light of altering circumstances or unexpected examination results. These changes can only be incorporated within the option blocks which will, by this stage, have been finalised.

## **Option Blocks**

The A level subjects will be grouped into four option blocks. These blocks are created in order to allow as many students as possible to take the combination they request. If a particular student's requested combination cannot be accommodated, discussions will take place in order to try to identify an alternative combination which does fit into the option blocks.

## **What should I do next?**

If you are considering taking A levels:

- decide which subjects you enjoy and in which you are achieving good grades;
- ask your teachers for their views about your suitability for different courses;
- look at your career options and check which subjects are needed;
- seek advice from Miss Khan, careers staff, your tutor, teachers, parents etc, but make the decision yourself;
- keep your options open, perhaps by applying to more than one establishment, e.g. school and a college.

## **What advice can you give on subject combinations?**

All courses will entail hard work and require commitment.

You need to ask the question, "What am I going to do after my A levels?"

- The choice needs to be a positive one based on good research. You will be spending two years studying the subject so it is an important decision.
- Some university courses require specific subject combinations. For example, Engineering and Physics require Mathematics and Physics, medical subjects often require Chemistry. If you know what subjects you will be doing, it is a good idea to look at the websites of the universities that are of interest to you.
- There are some subjects such as Business Studies and Economics that may be seen to be too closely related and therefore not demonstrating commitment to a broad range of study. You need to find out more about the courses and whether the combination is right for you.

## **What happens when I get my GCSE results?**

If your grades are what you had hoped for and you have met the entry requirements for your chosen subjects, you will need to confirm with us that you wish to take up your place in the sixth form. If, however, you have not gained the results that you needed, you must come and talk to us on results day. If you are not sure, be on the safe side and talk to us.

## GCSE requirements for individual courses

Subject	Requirement if studied at GCSE	Requirement if not studied at GCSE
Art: Fine Art or Graphic Design	5 in Art or Graphic Art	
Biology	6 in Biology and 5 in one other science or 6-5 in Combined Science. Grade 5 in Mathematics.	
Business	5 in Business Studies or Level 2 Merit in BTEC Business Enterprise	Grade 5 in at least one English GCSE AND Grade 4 in Mathematics
Chemistry	6 in Chemistry and 5 in one other science or 6-5 in Combined Science. Grade 5 in Mathematics.	
Drama	5 in Drama	Grade 5 in at least one English GCSE
Economics	NA	Grade 5 in at least one English GCSE AND Grade 5 in Mathematics
English Literature	5 in English Language AND Literature	
Film Studies	NA	Grade 5 in at least one English GCSE
French	6 in French	
Geography	5 in Geography	Grade 5 in at least one English GCSE AND Grade 5 in Mathematics
History	5 in History	Grade 5 in at least one English GCSE
Japanese	6 in Japanese	
Mandarin Chinese	6 in Mandarin Chinese	
Mathematics	6 in Mathematics	
Mathematics (Further)	7 in Mathematics	
Music	5 in Music	Grade 5 in at least one English GCSE together with proficiency on at least one instrument or voice to the equivalent of ABRSM Grade 5 or higher
Physical Education	5 in Physical Education and proficiency in at least one sport*	Grade 5 in at least two science GCSE subjects or 5-5 in Combined Science
Photography	NA	Grade 5 in Art or Graphic Art is recommended together with submission of a portfolio. Please see page 30 for more details
Physics	6 in Physics and 5 in one other science or 6-5 in Combined Science. Grade 6 in Mathematics.	
Product Design	5 in Design Technology and/or Art	
Psychology	NA	Grade 5 in at least one English GCSE AND Grade 5 in Mathematics
Sociology	5 in Sociology	Grade 5 in at least one English GCSE
Spanish	6 in Spanish	

*Please note that the courses taken can include a maximum of two from Fine Art, Graphic Art, Photography and Product Design.*

*\* Please talk to Mr Daniel, Head of Physical Education. Proficiency in an OCR accredited sport is essential.*

# Supporting your studies

All students are assigned to a tutor who sees you on a daily basis. Your tutor will monitor your welfare and progress and is likely to contribute to a reference when you leave the school. There is an emphasis on mentoring and monitoring through tracking sheets, formal reports and parents' evenings.

The change from teacher-directed learning to self-directed learning will be one of the main changes that you experience.

Private study is a crucial aspect of every student's routine. You will be expected to spend some of your free periods in the Sixth Form study library. This provides an ideal working environment and is resourced with computers, linked to the school network and internet. The main school library is also available for independent study.

## Post 16 Bursary Funding Support

### **1. Introduction**

The 16-19 Bursary Fund is paid by the Education and Skills Funding Agency (ESFA) to Schools and Colleges so that they may provide financial help to students whose access to or completion of education might be inhibited by financial considerations.

Each school is allocated a fixed sum of money for the 16-19 Bursary Fund. This varies from year to year.

This fund is designed to help support those young people who face the greatest barriers to continuing in education post 16. The fund has two elements: the vulnerable bursary for vulnerable young people and the discretionary bursary for young people facing financial barriers to participation. These funds can be used by the students to help pay towards the costs related to participation in full-time education, such as transport, educational visits, university open days, interviews, books and equipment.

### **2. Criteria and Eligibility**

5% of the total funding available for 2020/21 will be held back for administration and 15% of the total funding will be held back for applications that are received after the deadline of 23 September (i.e. change of circumstances & new students). To be considered for the first round of bursary applications the initial deadline must be met.

**(A) Vulnerable Bursary:** These students will receive £1200 for the year based on enrolling on a Full Time (ESFA funded) course and meeting the Student "Commitment Condition" stated below. Vulnerable Bursary students are:

- Young people in care
- Care Leavers
- Young people personally in receipt of income support/Universal Credit
- Disabled young people in receipt of Employment Support Allowance who are also in receipt of Disability Living Allowance

Please note: Original sources of evidence will be required by the school.

**(B) Discretionary Bursaries:** The remaining sum will be allocated as follows:

**Band A** – Students who have successfully claimed Free School Meals for the current academic year or whose Household income is less than £16,190. Evidence could include: Original Local Authority letter/school transition data or P60, self-employment income statement, Universal Credit notice, Working Tax credit and Child Tax credit award.

**Band B** – Students whose home Household income is less than £20,187 Evidence could include: P60, self-employment income statement, Universal Credit notice, Working Tax credit and Child Tax credit award.

**Band C** - Students whose home Household income is less than £25,520 Evidence could include: P60, self-employment income statement, Universal Credit notice, Working Tax credit and Child Tax credit award

Each band has a specific weighting multiple for a share of this fund as shown below:

Size of maximum payment depends upon the band, number of applicants and the total amount of funding available.

### **3. Conditions of Funding**

Students will be reviewed at the end of each month (re: their attendance, timekeeping and conduct) throughout the year. In order for the previous month's funds to be authorised, students must have no unauthorised absences. Also students are required to have their own bank account, BACS payments will only be made to the student.

Students who are eligible for this funding should be aware that the additional financial support they receive in the form of the grant must be used to help off-set costs directly linked to their education.

Students will also be required to inform the school of changes in their financial circumstances.

#### **Additional support for transport:**

Once applications have been submitted, students will be informed about the additional contribution that can be made to support transport and educational visits.

The allowance for transport will be based on a tiered system with two bands:

Band 1: students living less than 3 miles from the school who were entitled to/would have been entitled to free transport to and from KLB in Year 11.

Band 2: students living more than 3 miles away from school.

Distances will be calculated using AA Route Planner.

#### **Additional support for educational visits:**

The allowance for educational visits will be assessed after all applications are made and will depend on the trips linked to subjects studied.

Payments for transport and visits may be paid directly to a travel company, parent or the school's trip account as appropriate.

#### **Free School Meals:**

Students entitled to FSM will have an allocation of £3 available in the canteen each day. Students will be required to inform the school of changes in their financial circumstances.



## Higher Education and Careers Advice

You may have already given some thought to your future plans. It may seem like a long way ahead for many of you. At Katharine Lady Berkeley's School, help and advice is on hand throughout the Sixth Form. Your tutors, subject staff and the Sixth Form team are all available to offer guidance in addition to school's Higher Education Consultant and the Careers Adviser.

The Higher Education programme begins in earnest in term 4 of Year 12 when all students attend a regional university convention. Most universities and colleges are represented here and provide information on the range of courses open to students.

In the summer term, we focus on the application process for Higher Education. This commences with the Higher Education evening for parents and students. Students are taken through the procedures in assemblies and tutorial activities. There are copies of all prospectuses in the Sixth Form study library and students are encouraged to access relevant web-sites.

For those seeking employment, we offer specialist support from the Sixth Form careers adviser and careers advice and recommend employment 'fairs' which detail opportunities. Assistance is given in the preparation of CVs and interview techniques.

## Enrichment

All Year 12 students select an enrichment programme that they will follow for the year. Enrichment activities take place every week and they provide an excellent opportunity for students to add breadth to what they have to offer a future employer and, in many cases, it will be rewarding for students to give something back to the community. Students can select from the following activities:

First Aid Course	Recreational sport
Environment group	Book club
Community service in a primary school	Community service in care homes
Other community service e.g. working with charities	Young Enterprise
Relevant work experience (e.g. veterinary practice)	Film Club
Sign Language	Extended Project Qualification (EPQ)
Survival cookery course	Chess

## Extra-curricular activities

All students are encouraged to pursue other interests outside of their studies. You all have an important role to play within the school and local community.

Listed below are some of the opportunities available to Sixth Form students:

- Prefects
- Paired reading with students in Years 7 and 8
- Supporting the Year 8 literacy programme
- Helping out at open evenings and parents' evenings
- Charities committee
- Sixth Form committee – an active group of students who meet weekly to discuss Sixth Form issues and organise events
- Drama and music productions
- Supporting Year 7 tutor groups
- Counselling younger students (Talk In Confidence)
- Duke of Edinburgh Award
- Work Experience
- Help with younger students in lessons

There are also regular trips and social events.

# Katharine Lady Berkeley's School Sixth Form Contract

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Successful education is based on a good partnership between students, parents or carers, and the school. All partners must recognise their responsibilities and seek to carry them out to the best of their abilities.

## **The responsibilities of students**

I will:

- take responsibility for my own learning;
- attend regularly and punctually;
- abide by the school's rules and behaviour policy;
- complete work on time and to the best of my ability;
- work quietly and independently in private study areas respecting others' right to work;
- comply with the rules in relation to the computer network;
- treat the Common Room with respect;
- dress in accordance with the published dress code;
- show respect for the needs of all other students and staff, regardless of their race, gender, sexuality, religion or other personal circumstances.

I understand that if I do not keep to the terms of this contract I may be asked to leave the Sixth Form.

## **The responsibilities of parents and carers**

I/We will:

- ensure that my/our son/daughter attends school punctually and complies with the dress code;
- avoid taking holidays during term time;
- support my/our son/daughter in their studies and other opportunities for learning;
- support the authority of the school in its expectations of hard work, good behaviour, respect for others and care of school equipment and premises;
- respond quickly to enquiries about my/our son's/daughter's education and welfare and make every effort to attend meetings and report evenings affecting his/her progress;
- make the school aware of any concerns or problems that might affect my/our son's/daughter's work or behaviour.

## **The responsibilities of the school**

The school will:

- provide an ethos based on learning, achievement, aspiration and student responsibility;
- aim for the highest standards of work and behaviour through good teaching and pastoral care;
- report regularly on your son's/daughter's progress and keep you informed of any concerns;
- respond quickly to all enquiries about your son's/daughter's education and welfare;
- provide comprehensive and personalised careers advice;
- provide information and offer opportunities for you to know more about and be involved in the daily life of the school.

Teachers will:

- set, mark and monitor work;
- take account of the individual circumstances of students;
- be firm and fair in their dealings with students

## **Further Guidance on Expectations**

- Prompt attendance is required to registration, all lessons and assemblies. See later guidance on the use of study periods.
- If you know that you will be absent from a lesson you should obtain permission from the Head of Sixth Form or Deputy Head of Sixth Form.
- Teachers will expect you to have caught up with work before the next lesson.
- Work will be set by staff, but you should also set yourself wider reading.
- Part-time work might be important for some sixth formers, but should be carefully limited in terms of hours.
- You will be expected to dress in a way that is suitable for the working day. This includes not wearing outfits that are too revealing.
- Mobile phones/headphones should not be used when walking around the school site.
- Please be aware at all times that you are a role model to younger students.

# Dress Code

Please read this carefully ready for September. The aim of the dress code is to create a good image of the sixth form to the rest of the school and the community. Clothing should be worn in a smart manner.

## **Boys**

- Dark blue/black/dark grey, plain or pinstripe suit
- Plain or striped shirt
- School sixth form tie (available from Reception)
- Smart, dark brown or black shoes
- V-necked sweater – dark, plain
- Boys are permitted to wear one pair of studs in the lobe. Other piercings are not acceptable.
- Hairstyles should be tidy and inconspicuous

## **Girls**

Whilst girls do not have to wear suits, they must look smart and ready for work. We recommend that you ask yourself the question, 'would I go to an interview dressed like this?' If the answer is 'no', then what is being worn isn't suitable for school. A jacket can cover a multitude of sins so please bear in mind the need to look "interview ready" even if a jacket is removed.

- Smart suits or coordinating, tailored\* jacket with dress/skirt/trousers. Simple patterns are fine as long as the overall look with the jacket is smart. Denim is not acceptable.
- Worn with a smart shirt or top. Tops must not be cropped. We appreciate that many tops are sold as T-shirts. However, when a jacket is removed, many of these T-shirts look very casual. You must look smart. Jackets must be worn at all times unless the "no blazer" rule is in place across the school due to the weather. A coat cannot replace your jacket.
- Footwear should be smart dark shoes or boots. Black trainers are allowed but must look smart. They must be entirely black and able to be polished. Again ask the question about whether you would wear these for an interview.
- Girls are permitted to wear one pair of earrings. Other piercings are not acceptable.
- Hairstyles should be tidy and inconspicuous

\*Trousers, skirts and dresses worn must be tailored, so can't be skin tight. Tailored skirts are of a fixed length, unlike stretchy ones which can be adjusted depending on the audience and the wearer. Tailored trousers can be slim/skinny fit but aren't treggings. They are usually of the same material as the jacket. Skirt lengths cannot be higher than the midpoint between the top of the leg and the knee.

# Biology

**Examinations Board**  
OCR

**A level specification**  
H421

**Head of Subject**  
Miss V Allin

## Course Outline

A level Biology attracts those who are interested in the living world and how organisms function and survive. The OCR course emphasises the way in which scientists work and explores many real-world applications of biology – past, present and future. Students' enthusiasm will be stimulated and independent learning, research skills and practical techniques will be promoted. Students will also develop the ability to think synoptically, bringing together information from different parts of the course in order to promote depth, as well as breadth, of knowledge.

As a science subject it will develop skills in information and data collection, analysis, evaluation and understanding. Science encourages reasoned, critical thinking, teamwork, as well as presentation and research skills; attributes highly prized by employers.

## Course Content

Teaching Modules	Assessment
<p><b>Development of practical skills in biology</b> Planning, implementing, analysis and evaluation.</p> <p><b>Foundations in biology</b> Cells, membranes, organisation, biological molecules and enzymes.</p> <p><b>Exchange and transport</b> Exchange surfaces, transport in animals and transport in plants.</p> <p><b>Biodiversity, evolution and disease</b> Disease and the immune system, biodiversity, classification and evolution.</p> <p><b>Communication, homeostasis and energy</b> Communication, homeostasis, excretion, hormones, the nervous system, plant and animal responses, photosynthesis and respiration.</p> <p><b>Genetics, evolution and ecosystems</b> Cellular control, inheritance, genetic engineering, biotechnology, cloning, ecosystems and sustainability.</p>	<p><b>Exam 1</b> – Biological processes 2 hour 15 minutes written paper 37% of total A level (100 marks)</p> <p><b>Exam 2</b> – Biological Diversity 2 hour 15 minutes written paper 37% of total A level (100 marks)</p> <p><b>Exam 3</b> – Unified Biology 1 hour 30 minutes written paper 26% of total A level (70 marks)</p> <p>Exams will assess content from a combination of modules 1-6.</p> <p><b>Practical Endorsement in Biology</b> Non-exam assessment. Reported separately to grade.</p>

## Trips

An integral part of the Year 13 course is fieldwork. The students are encouraged to attend a residential course during the summer term of Year 12 in order to develop understanding of ecology, biodiversity and conservation, ecological investigation techniques, statistical analysis and data interpretation skills. Throughout the two years of A level study students may also get the opportunity to go on day trips to venues such as the Royal College of Surgeons for lectures or visits.

## Entry Requirements

See table on page 5

## Career Possibilities

Biology can be used as an entry qualification for a variety of courses at higher education including medicine, radiography, genetics, forensics sciences and environmental science. During the A Level course students will have the opportunity to discuss post-16 options and meet with a variety of biological professionals in order to explore biological careers beyond the obvious.

# Business

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**Examinations Board**  
AQA

**A level specification**  
7132

**Head of Subject**  
Mr S Pegg

## **Course Outline**

Business A level is designed to demonstrate the interrelated nature of business using business models, theories and techniques to support the analysis of current business issues and situations. Therefore students, in addition to studying more traditional topics such as marketing, finance, operations and HR, will investigate relevant current issues such as digital technology, supply chain management, business ethics and globalisation as well as the impact of Brexit & coronavirus.

Furthermore, the latest specification has been intentionally devised to be more academically rigorous than its predecessors.

## **Year 12**

Students will investigate;

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance, operational performance, financial performance and human resource performance.

## **Year 13**

In addition to the above components, students will also investigate;

- Analysing the strategic position of a business, e.g. financial analysis and the external environment
- Choosing strategic direction, e.g. markets and competition
- Strategic methods: how to pursue strategies, e.g. business growth, globalisation and innovation
- Managing strategic change, e.g. managing culture, network analysis, strategic planning

## **Assessment**

The A-level is assessed by three two hour written exams at the end of the course.

Paper 1: Multiple-choice questions, short answer and two essays. 33.33% of A Level

Paper 2: Three compulsory data response questions. 33.33% of A Level

Paper 3: One compulsory case study consisting of six questions. 33.33% of A Level

## **Entry Requirements**

See table on page 5

## **Career Possibilities**

Although an A level in business is not a necessary requirement for any route beyond A level, higher education or employment, an A level qualification in business clearly provides a good general introduction to the world of business which we all face daily and as such is relevant in a wide range of vocational areas. All businesses (and other organisations like charities and hospitals) need sound business skills behind them!

# Chemistry

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**Examinations Board**  
OCR

**A level specification**  
H432

**Head of Subject**  
Mr T Verber

Chemistry is the science of the composition, structure, properties, and reactions of matter. In their study of A level chemistry students will:

- develop a broad understanding of atoms and compounds, and study in detail the interactions of some chemical substances.
- apply their knowledge of chemical systems to a range of contexts.
- apply their mathematical knowledge from GCSE to a variety of contexts.
- carry out a range of practical techniques including chemical analysis and synthesis.

## Course details

As with all chemistry courses students will study elements of Physical, Organic and Inorganic Chemistry and will undertake laboratory experiments to consolidate and apply their knowledge and understanding.

Students will undertake three examination papers. Question styles include multiple choice (15 marks, components 01 and 02 only), short answer question styles (structured questions, problem solving, calculations, practical) and extended response questions.

Component	Number of marks	% of total A level	Topics covered
Periodic table, elements and physical chemistry (01)	100	37	Development of practical skills in chemistry, Foundations in chemistry, Periodic table and energy, Physical chemistry and transition elements
Synthesis and analytical techniques (02)	100	37	Development of practical skills in chemistry, Foundations in chemistry, Core organic chemistry, Organic chemistry and analysis
Unified chemistry (03)	70	26	All
Practical endorsement in chemistry (04)*	Practical activities are embedded within the learning outcomes of the course to enhancing learners' understanding of chemical theory and practical skills. These skills are assessed during class time and reported separately to OCR.		

## Entry Requirements

See table on page 5

## Career Possibilities

Studying A level chemistry can lead to variety of careers. As a chemist, you could fight disease by discovering new medicines, protect the environment or invent new products (cosmetics, paints, plastics and many more). Chemistry also allows you to access career like medicine, dentistry, pharmacy, dietetics or veterinary science.

# Design and Technology

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**Examinations Board**

Edexcel

**A level specification**

9DTO

**Head of Subject**

Mr P Hanney

**Course Outline**

The course for Design and Technology is made up of two components, Principles of Design and Technology and an Independent Design and Make Project.

**Component 1: Principles of Design and Technology (Paper code: 9DT0/01)**

Written examination: 2 hours 30 minutes

50% of the qualification

120 marks

**Component 2: Independent Design and Make Project (Paper code: 9DT0/02)**

Non-examined assessment

50% of the qualification

120 marks

**A level Design and Technology aims to:**

Equip students with design skills for the future by teaching them how to recognise design needs and develop an understanding of how current global issues, including integrating technology, impacts on today's world. Also, encourage creativity and innovation by giving them the confidence to produce ambitious, complex and creative solutions.

Students on the DT A level enjoy excellent results and are taught by knowledgeable and enthusiastic teachers who have a wealth of industry experience.

**Career Possibilities**

The Design and Technology A level course is the application of design, science, mathematics, technology and manufacturing processes to meet the needs of industry today. It is a suggested course for students wishing to study toward a wide range of careers. These include, but are not limited to engineering, product design, industrial design and architecture as well as providing them with an understanding of their environment and how to respect and improve it.

**Entry Requirements**

See table on page 5

# Drama and Theatre Studies

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**Examinations Board**  
Edexcel

**A level specification**  
9DR0

**Head of Faculty**  
Miss D Barratt

## Course Outline

The course consists of three components. Students study aspects of Component 3 in both Year 12 and in Year 13.

### Year 12 Component 3: Theatre Makers in Practice *(externally assessed written examination in Year 13)*

This unit is preparation for the written examination that takes place in Year 13. Section A is a Live Theatre Evaluation involving pupils analysing something they have seen on stage, which can either be a live production or a video recording. They create notes on their observations and analysis that can be taken into the examination; Section A is worth 20 marks.

For Section B, pupils will study a play text, as if they were performing in a version of the play and as if they were designing their own production of the script. The play is studied practically, with examination questions linked to the work they do. Section B of the examination is 2 questions worth 18 marks each.

### Year 12 Component 1: Devising – 40% *(internally assessed performance examination with written portfolio submitted in Year 12)*

This is a unit that allows pupils to create their own piece of drama using their imagination and creativity. They will devise an original performance using one extract from a text and one practitioner influence. The majority of their marks are earned through a portfolio of 2500-3000 words that they write alongside the rehearsals, which documents their process for devising. The subsequent piece will be performed to the teacher examiner and moderated through a video recording by the examinations board. They will demonstrate their performance skills in a performance environment using additional lighting, set and sound equipment. Students can be assessed as a performer or a designer for this component.

### Year 13 Component 2: Exploration and performance - 20% *(externally assessed, two performances in Year 13)*

Similar to component 1 at Year 12, this unit is designed to provide students the opportunity to perform two extracts from a script; one as a group and one as a monologue or duologue. This will be performed to the teacher examiner and moderated through a film by the examinations board. They will demonstrate their performance skills in a performance environment using additional lighting, set and sound equipment. They have the option of reworking and improving the scripted performances from Year 12, or working on a new text altogether. Students can be assessed as a performer, a designer, or a combination of these.

### Year 13 Component 3: Theatre Makers in Practice - 40% *(externally assessed written examination at the end of Year 13)*

This is a written examination that builds on the skills learnt for the examination in Year 12. Section B is again 'Page to Stage' and involves students answering two questions on how they might interpret and realise an unseen extract of a studied text. Students answer as a performer and a designer. They will revisit their notes made in Year 12 and continue to design for the script studied here. This is worth 36 marks.

The addition to the written examination in Year 13 is Section C titled 'Interpreting a Performance Text' which involves students studying another text and developing a concept for a performance of this text writing as a director understanding the contrasts of their performance to when it was originally performed. This section involves knowledge of theatre history, as well as understanding the social, historical and political influences on playwrights. This is worth 24 marks.

## Entry Requirements

See table on page 6

## Career Possibilities

Drama and Theatre Studies A level compliments a range of subjects and develops advanced skills in communication, presentation, creativity, analysis and teamwork; all of which are extremely useful for a range of careers and much sought after in the working environment.



# Economics

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**Examinations Board**  
AQA

**A level specification**  
7136

**Head of Subject**  
Mr S Pegg

## Course Outline

Economics has become increasingly high profile in recent years. Fears over the implications of Brexit and Coronavirus are just two topics rarely out of the news recently, throwing a light on the importance of, and divisions within, this subject area.

Economists are often in healthy debate with each other over these issues as well as topics such as poverty and globalisation. It is this controversy which makes economics lively and interesting and which allows students the opportunity to make their own judgements and form their own opinions and should help develop skills, qualities and attitudes, which will equip them for the challenges, opportunities and responsibilities of adult and working life.

## Year 12

- The operations of markets and market failure (Microeconomics)  
e.g. The economic problem, price determination, competitive and concentrated markets.
- The national economy in a global context (Macroeconomics)  
e.g. How the macro economy works, measuring economic performance and macroeconomic policy

Microeconomics addresses issues at the individual, firm or market level such as “Why do house prices fluctuate?”, and “Should government interfere with markets?”. Macroeconomics examines issues affecting the economy as a whole such as an analysis of EU membership, globalisation, unemployment and standards of living.

## Year 13

- Markets and market failure (Microeconomics)  
e.g. Behavioural economics, the labour market, and the distribution of income, wealth: poverty and inequality
- National and international economy (Macroeconomics)  
e.g. Financial markets, international trade and globalisation
- Economic principles and issues (Synoptic)

## Assessment

The A level has three, two hour written examinations:

Paper 1: Markets and market failure:	33% of A level
Paper 2: National and international economy:	33% of A level
Paper 3: Economic principles and issues:	33% of A level

Across the three papers students will be examined via multiple choice, short answer, more extended written answers including essays and case study related questions.

## Entry Requirements

See table on page 5

## Career Possibilities

An A level in economics is not a necessary requirement for entry to a degree course in any subject, not even economics, but it is a highly relevant, versatile and well respected qualification for anyone wishing to pursue a wide range of courses in higher education or anyone considering a number of careers. Not only could you find yourself working for big corporations, banks, or the government but your qualification in economics could also be valuable support in a career like insurance, accountancy, marketing, law, journalism or teaching. Some knowledge of economics is useful in all walks of life – you can’t avoid it!

# English Literature

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**Examinations Board**  
OCR

**A level specification**  
H472

**Head of Subject**  
Mr J Jones  
**KS5 Co-ordinator**  
Ms J Campion

## **Course Outline**

Two externally assessed examinations and one coursework component:

### Component 1: Drama and Poetry pre-1900 Examination.

There are two sections in this examination. The first section consists of a two-part question on Shakespeare: the first part is focused on an extract from a play and the second part is focused on wider knowledge of the play as a whole. In the second section, candidates apply a knowledge of one drama text and one poetry text to a general literary question.

### Component 2: Comparative and Contextual Study Examination.

There are two sections in this examination. The first section consists of close reading (an unseen text) and the second is a comparative essay on set prose texts. The paper will be split into different topic areas such as American Literature, The Gothic, Dystopian Fiction, Women in Literature and the Immigrant Experience. Students study from a list of core and suggested set texts for one topic area.

### Component 3: Non-Examined Assessment (Coursework): Post 1900 Literature.

Candidates are required to study three texts from across the genres of poetry, drama and prose. Task One offers a choice between a critical piece and a re-creative piece with a commentary. Task Two is a 'linked texts' essay focusing on connections and comparisons between two texts.

## **Entry Requirements**

See table on page 5

## **Career Possibilities**

Employers see A level English as a high status course since it develops both intellectual skills and personal qualities. These include clear expression, reason, imagination, cultural awareness, critical acumen, and a mature grasp of human predicaments, behaviour and moral values. It is particularly important for careers in writing, journalism and media, librarianship, and publishing; but it is also useful for a wide variety of other careers – anything, in fact, where the qualities outlined above are valued.

# Film Studies

**Examinations Board**  
OCR

**A level specification**  
H410

**Head of Subject**  
Mrs K McAllister

## Course Outline

We offer the OCR Advanced GCE course in Film Studies. Pupils will gain an Advanced qualification after two years. The course consists of three overarching units, with several components in each, and a range of theoretical and practical study. Examinations are taken in June of the second year. Units are as follows:

Content overview	Assessment Overview	
<p>Learners will develop knowledge of film form through the study of at least <b>three</b> US set films from:</p> <ul style="list-style-type: none"> <li>the Silent Era</li> <li>1930–1960</li> <li>1961–1990.</li> </ul> <p>Learners will also study at least <b>two</b> set films from two major European film movements or stylistic developments:</p> <ul style="list-style-type: none"> <li>Soviet montage</li> <li>German expressionism</li> <li>Italian neo-realism</li> <li>French new wave.</li> </ul>	<p>Film History</p> <p>105 Marks 2 hour paper</p>	<p><b>35%</b> of total A level</p>
<p>Learners will further develop knowledge and understanding of key critical approaches to film and of narrative, genre, representations and spectatorship.</p> <p>Learners must study at least <b>one</b> set film from each of the categories below:</p> <ul style="list-style-type: none"> <li>Contemporary British</li> <li>Contemporary US</li> <li>Documentary</li> <li>Non-European Non-English Language</li> <li>English Language (Non-US)</li> <li>US Independent</li> </ul>	<p>Critical Approaches to Film</p> <p>105 Marks 2 hour paper</p>	<p><b>35%</b> of total A level</p>
<p>Learners must study one compilation of short British fiction films and one compilation of short British experimental films. Learners have the opportunity to demonstrate knowledge, understanding and skills through:</p> <ul style="list-style-type: none"> <li>the production of a 5 minute short film or a 10 minute screenplay for a short film (incorporating a digitally photographed storyboard)</li> <li>an evaluative analysis of the production in relation to professionally produced set short films.</li> </ul>	<p>Making Short Film</p> <p>90 Marks Non-examined assessment (NEA)</p>	<p><b>30%</b> of total A level</p>

## Entry Requirements

See table on page 5

## Career Possibilities

Through the exploration and critical engagement with a wide range of film from different cultures, eras and genres, pupils learn about the complex world of cinema. This understanding is shown through extended written responses and filmmaking or screenwriting. A close analytical study of world cinema, equips students with the following transferable skills: how to research, evaluate and synthesise information; a detailed understanding of the impact of social, historical and contextual information and how that impacts the creative industries; imaginative approaches to problem solving and perhaps, most importantly, cultural awareness of the human condition. Students typically go on to find work in the following areas: Film, Marketing, Media, Advertising, Arts Administration and any other field of work where the above skills are valued.

# Fine Art

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**Examinations Board**

Eduqas

**A level specification**

A651QS

**Head of Subject**

Miss P Taylor

**Course Outline**

The A level portfolios explore the foundation skills which every artist and designer relies upon. The course establishes close links between drawing, painting, print making, sculpture, photography and mixed media work, and will inspire expressive responses to themes relating to a personal or social context.

The course begins with teacher led work which gradually develops into student directed independent work. At Easter in Year 12, the portfolio work will be internally assessed by teachers in order to provide an indication of student progress. In Year 13, the personal investigation enables students to direct their own path of work and to expand on skills and concepts.

The course includes an optional residential study visit to a centre of cultural interest such as Manchester, Barcelona or Paris, which provides the opportunity to set class based work in a first-hand context. The costs of these visits are roughly £280 for a UK based visit to a destination such as Cornwall rising to £690 for a European destination, for example Venice. Visits to London galleries may also be offered. Where possible working artists and designers will be invited in to work with the students.

**A level Examination**

Personal investigation                      60% of the assessment

Eternally set assignment                      40% of the assessment

15 hours examination time

**Entry requirements**

See table on page 5

**Career Possibilities**

An A level qualification is usually followed by a 1 year Art Foundation Course which then leads directly to a degree in an Art related subject. Students also have the option of applying directly to some degree courses.

An Art related qualification will open the doors to the ever expanding creative industries; a major growth area in Britain and abroad. Employment opportunities for creative students exist in Fine Art, Photography, Fashion, Illustration, Architecture Film and Television, Theatre, Museum Curator, Research, Interiors, Textile Design, Craft and the Applied Arts. British designers are highly respected in the international marketplace and many will find successful careers abroad.

# Geography

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## Examinations Board

Edexcel

## A level specification

9GE0

## Head of Subject

Mr J W Myers

Students considering Geography as an option should be curious and have an interest in the human and physical world around them. The Edexcel syllabus provides students with the opportunity to develop an in-depth understanding of physical, human and environmental geography and to become critical, reflective and independent learners. Geographical skills and fieldwork are embedded throughout the course. Students will be required to participate in **four days of fieldwork** during Year 12 and this will involve a visit to a **residential fieldwork centre** for which there is a cost.

## Content overview

### Year 12

#### Unit 1: Dynamic landscapes

Topic 1: Tectonic processes and hazards: Content includes investigating why some locations are more at risk from tectonic hazards, the reasons why some hazards develop into disasters and an evaluation of the strategies used in the management of tectonic hazards.

Topic 2: Coastal landscapes and change: This option will investigate how coastal landscapes vary from place to place and the processes that have led to these differences. The threats and extent of sea level change and erosion will be considered and an evaluation of how coastlines are being managed to meet the needs of all players will be assessed.

#### Unit 2: Dynamic places

Topic 3: Globalisation: Content includes investigating the causes of globalisation and why it has accelerated in recent decades. The impacts of globalisation on communities shall be explored and how different players respond to its challenges.

Topic 4: Shaping and regenerating places: This option explores why economies vary from places to place, why regeneration is needed in some locations and how this is managed, evaluating its likely success.

### Year 13

#### Unit 3: Physical systems and sustainability

Topic 5: The water cycle and water insecurity: This topic explores factors that influence the hydrological system over both short- and long- term timescales, how water insecurity occurs and why this is such a global issue.

Topic 6: The Carbon cycle and Energy security: Content includes the carbon cycle and how it operates to maintain planetary health. The demand for energy and how it has caused significant changes to the carbon stores and how the carbon and water cycles are linked to the global climate system.

#### Unit 4: Human systems and geopolitics

Topic 7: Superpowers: Through this topic, students explore the global superpowers and how have they changed over time as well as the impacts of these superpowers on the global economy, political systems and the environment.

#### Topic 8: Migration, identity and sovereignty:

The impacts of globalisation on international migration are explored in this option. The role of nation states in a globalising world is investigated and the threats to national sovereignty evaluated in a more globalised world.

## **Unit 5: An Independent investigation**

Each student will have the opportunity to carry out an independent investigation and incorporate a range of fieldwork techniques and data collection. This investigation is to be internally assessed and externally moderated. A written report will be produced of between 3000-4000 words and contributes towards 20% of the A level.

### **A level examination**

Papers 1 and 2 will assess the above units of work and include short answer questions, resource linked questions and include more demanding extended writing questions. Each paper is 2 hours long and contributes towards 30% of the A level.

Paper 3: The synoptic investigation will be based on a geographical issue within a place based context that draws on knowledge and understanding from the compulsory content across the course. This includes both short answer questions and those that require more extended writing. The paper is 1 hour and 45 minutes long and worth 20% of the A level.

### **Entry requirements**

See table on page 5.

# Graphic Communication (Graphic Art)

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**Examinations Board**  
Eduqas

**A level specification**  
A654QS

**Head of Subject**  
Miss P Taylor

## Course Outline

The A level portfolios explore the foundation skills which every artist and designer relies upon. The course will be vocationally orientated and will explore creative responses within personal, commercial, social and environmental contexts. The work establishes close links between corporate design, packaging, illustration, printmaking and the use of photography and digital imaging.

The course begins with teacher led work which gradually develops into student directed independent work. At Easter in Year 12, the portfolio work will be internally assessed by teachers in order to provide an indication of student progress. In Year 13, the personal investigation enables students to direct their own path of work.

The course includes an optional residential study visit to a centre of cultural interest such as Manchester, Barcelona or Paris, which provides the opportunity to set class based work in a first-hand context. The costs of these visits are roughly £280 for a UK based visit to a destination such as Cornwall rising to £690 for a European destination, for example Venice. Visits to London galleries may also be offered. Where possible working artists and designers will be invited in to work with the students.

## A level Examination

Personal investigation	60% of the assessment
Eternally set assignment	40% of the assessment

15 hours examination time.

## Entry requirements

See table on page 5

## Career Possibilities

An A level qualification is usually followed by a 1 year Art Foundation Course which then leads directly to a degree in an Art related subject. Students also have the option of applying directly to some degree courses.

An Art related qualification will open the doors to the ever expanding creative industries; a major growth area in Britain and abroad. Employment opportunities for creative students exist in Advertising, Illustration, Photography, Film and Television, Web Design, Computer Games and Animation, Corporate Design and Publicity, Architecture. Related opportunities exist in Product Design, Fashion, Interiors, Craft and the Applied Arts. British designers are highly respected in the international marketplace and many will find successful careers abroad.

# History

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**Examinations Board**  
OCR

**A level specification**  
H505

**Head of Subject**  
Mrs K Medcroft

## Course Outline

The Department offers a modular course which aims to stimulate interest in and promote the study of history. It also aims to:

- develop a coherent knowledge of the past – both within and across the topics chosen;
- develop and apply understanding of historical concepts – including explanation, evidence, interpretations and significance;
- develop the techniques of critical thinking in a historical context – and the skills necessary to analyse and solve historical problems;
- develop critical awareness of a range of historical dimensions – conditional and contingent, synchronic and diachronic;
- develop the ability to communicate historical arguments and conclusions clearly and succinctly with reference to appropriate historical terminology.

## Course Structure

### Modules taught in Year 12

British period study and enquiry:

1485 – 1558 The Early Tudors. Enquiry Topic: Mid Tudor Crises 1547 - 1558

Non-British period study:

1919 – 1963 Democracy and Dictatorship in Germany

### Modules taught in Year 13

Thematic study and historical interpretations:

Civil Rights USA 1865 - 1992

Topic based essay (coursework), 3000 – 4000 word essay of students' choice but agreed by the examination board.

## Examinations

British period study and enquiry, 1hr 30 mins paper – 25% of total A level

Non-British period study, 1hr paper – 15% of total A level

Thematic study and historical interpretations, 2hr 30 mins paper – 40% of total A level

Topic based essay (coursework) – non examination assessment – 20% of total A level

## Entry Requirements

See table on page 5.

## Career Possibilities

A qualification in History at A level is appreciated wherever the processing of information and the formation of judgements based upon it are required. Thus, students of History often find employment in managerial and administrative areas, including commerce and banking. Another common outlet is in the field of communications, especially journalism, politics, publishing or broadcasting. Career opportunities in which historical knowledge is directly used include museum and archive work, librarianship, some parts of the travel industry and, of course, teaching. In addition to this, the subject can be of considerable non-vocational value in the understanding of institutions and appreciation of literature and the environment.



# Languages

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## Spanish and French

### French

**Examinations Board**  
AQA

**A level specification**  
7652

**Head of Subject**  
Miss S Jones

### Spanish

**Examinations Board**  
AQA

**A level specification**  
7692

**Head of Subject**  
Miss S O'Sullivan

### Course Outline

The syllabus builds on the knowledge, understanding and skills gained at GCSE, including a range of transferable skills including communication, critical thinking, research and creativity. All topics are firmly embedded in the countries whose language you are studying. Successful students will attain a high level of proficiency in speaking and listening, in addition to reading and writing.

### Year 12

You will study :

- Aspects of Francophone/Hispanic society: current trends (eg: Family, Cyberspace, Voluntary work).
- Artistic Culture in the Francophone/Hispanic world (eg: Music, Regional Identity, Cultural Heritage, Festivals, Art).
- One book or film from a set list.
- Grammar

### Year 13

You will study :

- French/Spanish-speaking society: current issues (eg: Multiculturalism in France/Spain, Poverty, Criminality, Immigration, Racism).
- Political/Intellectual Life in the Francophone/Hispanic world (eg: Politics and Youth, The European Union, Monarchies).
- One book or film (this has to be a book if a film studied in Year 1) from a set list.
- Grammar
- Individual Research Project for speaking assessment carried out on a topic of your choice.

### Examinations

You will be assessed on all 4 skills.

Paper 1 (50%): Listening, Reading and Writing.

Paper 2 (20%): Writing including translation and written response to film and book.

Paper 3 (30%): Speaking including Individual Research Project.

### Career Possibilities

Studying a foreign language can help develop excellent critical and analytical written skills and enhance communication, all widely prized by employers. Independent study of literature and language help gain an understanding of another country's culture and increase confidence in dealing with a variety of people, situations and cultures.

Considered a challenging subject at A level, languages facilitate studies in a wide range of subjects, with universities offering courses in the chosen language alongside mathematics, the sciences, business, computer science and law. You could also use your A level language as a springboard into further language learning (e.g. ab-initio Italian, Arabic, Chinese).

# Japanese

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## Examinations Board

Edexcel

## A level specification

9JA0

### Course Outline

The syllabus builds on the knowledge, understanding and skills gained at GCSE, including a range of transferable skills such as communication, critical thinking, research and creativity. All topics are closely linked to Japan. No speaking examination is offered by the board, but there are three final papers as outlined below. The content of the papers will be based on the following theme and subthemes.

### Themes

Changing lifestyles of Japanese youth

Education

Health

\*Research topic – Family and personal relationships

Changing society

Changes in popular culture

The influence of technology

\*Research topic – The changing nature of events in Japan

Changing values

The changing world of work

The prolonged economic slump

\*Research topic – Ageing society

Japan in the wake of the 2011 Tohoku Earthquake and Tsunami

11<sup>th</sup> March and the immediate aftermath

Reconstruction policy

\*Research topic – Saving energy after the Fukushima Daiichi Nuclear Disaster

### Literacy texts and films

You will study ONE film and ONE text (to be decided) for Paper 2.

### Language

You will need to learn 400 kanji and their compounds in addition to those learnt at GCSE, as well as a much broader range of vocabulary. Grammatical structures build on those introduced at GCSE. Lessons will focus on building up the skills needed for the final examination while acquiring content knowledge on the themes above.

### Examinations

Paper 1 (40%): Translation into English, reading comprehension and writing (based on ONE independent research topic of the candidate's choice from those outlined above)

Paper 2 (30%): Translation into Japanese and written response to works (a literary text and a film)

Paper 3 (30%): Listening, reading and writing

### Career Possibilities

Study of foreign languages helps improve your powers of expression and precision in the use of language as a whole. You also gain an understanding of other countries' culture and how to operate in a society quite different from that of the UK.

Languages are useful for a wide range of professions, as they are considered to be challenging subjects at A level. This is particularly the case with Japanese. Learning to use grammar develops your ability to apply logic to deal with other problems. Kanjii-learning emphasises attention to detail and forces you to develop good techniques for learning and memorisation.

Many past students of A level Japanese at Katharine Lady Berkeley's School have taken the subject at university, or used it to facilitate their entry onto other courses, such as medicine, law, engineering, business or art.

# Mandarin Chinese

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## Chinese International Level 3 Pre-U Certificate

### Course outline

“The course aims to bring the teaching and learning of Mandarin Chinese into close contact with the target language, culture and, above all, with authentic language. The development of Mandarin linguistic skills is complemented by the development of analytical study skills and essay-writing skills for the Chinese Culture component, thus resulting in a course which provides a very sound foundation for study at university level.”

Students are examined in Spoken Mandarin Chinese, Listening, Reading and Translation from Chinese into English, Writing and Usage, and Chinese Culture (Emerging China: population, migration and pollution, History from 1936 to 1966, Novels in translation).

Topics covered at Pre-U level are:

Family	Media
Young people	Equality of Opportunity
Education	Work and Leisure

A range of textbooks is used for this course as listed below. In addition, supplementary resources from other textbooks and the recent news are used.

- Easy Steps to Chinese books 7 & 8 (Chinese Made Easy)
- Edexcel Chinese for AS (Hodder)
- Edexcel Chinese for A2 (Hodder)
- China: From Empire to People’s Republic 1900 - 1949 (Access to History – Michael Lynch)
- The People’s Republic of China 1949 - 1976 (Access to History – Michael Lynch)

### University Recognition

Universities were involved at every stage in the development of the Cambridge Pre-U qualification and have welcomed the clarity of the grading system which allows the most selective universities to distinguish between candidates who may have the same grade at A level. Universities around the UK accept Cambridge Pre-U as equivalent to A levels. The qualification is also accepted by a range of US universities, including all of those in the Ivy League.

### A level Equivalence

Pre-U grade	UCAS Points	A level Grade	A level points
Distinction 1	tbc		
Distinction 2	145	A*	140
Distinction 3	130	A	120
Merit 1	115		
Merit 2	101	B	100
Merit 3	87	C	80
Pass 1	73		
Pass 2	59	D	60
Pass 3	46	E	40

### Career Possibilities

Mandarin Chinese is very useful in many careers, e.g. the diplomatic service, business and commerce, banking, marketing, catering, armed forces, law, education, secretarial and office work. The Mandarin Chinese Pre-U course offered at KLB is useful for any students who wish to use the language in their future careers.

# Mathematics and Further Mathematics

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## **Examinations Board**

Edexcel

## **Mathematics A level specification**

9MA0

## **Further Mathematics A level specification**

9FM0

## **Head of Subject**

Mrs C Wells

## **Course Outline**

All students will be assessed on their knowledge of Pure Mathematics, Mechanics and Statistics.

Pure Mathematics is the largest part of the course and includes more familiar topics such as trigonometry and graphs, but also new concepts for example calculus and iterative methods. Mechanics is concerned with the motion of objects and what changes motion. In mathematics we use models to represent this motion and solve problems. While Statistics is an area of Mathematics mainly concerned with the analysis of data, identifying trends and forming hypothesis to criticise and/or support your ideas.

The assessment objectives include a greater emphasis on modelling, problem-solving and reasoning, so some questions are likely to be long with little scaffolding. This builds on the increase in problem-solving in GCSE so students will be better prepared. The examinations will be taken at the end of the course rather than in modules and it is expected that questions will link different aspects of the course.

## **Entry Requirement**

See table on page 5

## **Career Possibilities**

Mathematics combines well with most other subjects, being highly regarded by employers and higher education institutions. Statistics is particularly useful in combination with Economics, Business Studies, Medicine, Geography and Biology. Mechanics combines well with Physics, Engineering and Design Technology. The logical nature of the subject makes it ideal for a wide variety of careers.

## **Further Mathematics**

Further Mathematics is a challenging course studying several of the topics in Mathematics A level, for example calculus and trigonometry, to a greater depth. In addition the pure mathematics includes new topics such as complex numbers, matrices, polar coordinates and hyperbolic functions. Half of the course is applied mathematics, including options in further mechanics, statistics as well as possibly some decision mathematics.

Further mathematics is recommended for students who are interested in mathematics, physics or engineering courses at university. Due to the challenging nature of the course it has a higher entry requirement at GCSE than Mathematics.

# Music

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**Examinations Board**

Eduqas

**A level specification**

601/8146/1

**Head of Subject**

Miss D Barratt

**Course Outline**

This is a highly practical course - 60% practical and 40% written/listening:

**Year 12**

Component 1 - Performing Music

Component 2 - Composing

Component 3 – Appraising (listening and writing)

**Year 13**

Component 1 - Performing Music (Recital) (35% or 25%)

Component 2 - Composing (2 pieces) (25% or 35%)

Component 3 – Appraising (listening and writing examination 2hr 15 mins) (40%)

**Assessment**

The individual parts are briefly expanded below:

**Year 12**Performing

Students perform at least 2 pieces on an instrument (or voice) of their choice, for between 6 and 8 minutes, towards the end of Year 12 in preparation for Year 13. Any style is suitable, but 1 piece must reflect one of the Areas of Study (Western Classical Music *or* Jazz). The standard level of difficulty is Grade 5 as specified by the current graded examination boards (Associated Board, Trinity Board, etc)

Composing

Students prepare and submit 2 compositions, one reflecting the musical language, techniques and conventions associated with the Western Classical Tradition, and a second piece to a brief set by the student.

Appraising

There are two areas of study:

*The Development of the Symphony 1750-1830 (Mendelssohn Symphony 4 – Italian)*

Analysis question on prepared symphonic repertoire plus aural perception and comparison questions on unprepared symphonic repertoire.

*Jazz 1920-50 (Ragtime, Dixieland, Early Jazz, Big Band and Be-bop)*

Aural perception questions on unprepared jazz repertoire and essay question on wider cultural context.

## Year 13

For Year 13, candidates choose to focus on performing or composing for 35% of the exam, and 25% for the other

### A level Performing

Candidates perform to a visiting external examiner:

at least 2 pieces on an instrument (or voice) of their choice, 6 - 8 minutes (25%)

at least 3 pieces on an instrument (or voice) of their choice, 10 -12 minutes (35%)

Again, any style is suitable, but pieces must reflect different Areas of Study (Western Classical Music, Pop/Rock, Music Theatre, Jazz, 20<sup>th</sup>/21<sup>st</sup> century music). The standard level of difficulty for A Level is Grade 6 as specified by the current graded examination boards (Associated Board, Trinity Board, etc)

### A level Composing

3 compositions (one to a set brief, two as free compositions) 8 - 10 minutes (35%)

2 compositions (one to a set brief, one as a free composition) 4 - 6 minutes (25%)

In both options the first, set, brief will reflect musical language, techniques and conventions associated with the Western Classical Tradition, while free compositions will reflect another Area of Study (Pop/Rock, Music Theatre, Jazz, 20<sup>th</sup>/21<sup>st</sup> century music)

### A level Appraising

Candidates sit a 2hr 15 mins paper based on prepared and unprepared musical extracts from three Areas of Study (A + B/C/D + E/F):

Area of Study A: (compulsory) *The Development of the Symphony 1750-1900*  
examined on analysis and wider context of 2 set works - Haydn Symphony 104 (London), and Mendelssohn Symphony 4 (Italian)

Area of Study B: *Rock & Pop*

Area of Study C: *Music Theatre*

Area of Study D: *Jazz*

Area of Study E: *Into the 20<sup>th</sup> century*

Area of Study F: *Into the 21<sup>st</sup> century*

### Questions include:

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions

## **Entry Requirements**

See table on page 5

## **Career Possibilities**

The skills required for A level Music are many and diverse: development of concentration, memory and speed of thought; practical and creative skills; understanding and use of physics and Mathematics; analytical skills; awareness of social history and the ability to develop arguments and justify individual views through essay writing. It is therefore an ideal complement to other A level subjects, whether Languages, Humanities, Sciences or Craft subjects, and can be seen as ideal training for a wide variety of careers outside music.

As a subject, Music is prized by Higher Education establishments. There are plenty of career possibilities in Broadcasting, Recording, Publishing, Teaching (classroom and instrumental), Performing, Composing (including for TV/Film), Therapy, Instrument Making and Repair. The social benefits of advanced academic and practical musicianship cannot be underestimated.

# Photography – Lens and Light based Media

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**Examinations Board**  
Eduqas

**A level specification**  
A656QS

**Head of Subject**  
Miss P Taylor

## Course Outline

The A level portfolios explore the foundation skills which every artist and photographer relies on. The course will be vocationally orientated and will explore creative responses within personal, commercial, social and environmental context. The work combines photographic technical knowledge and creative flair.

The course begins with teacher led work which gradually develops into student directed independent work. At Easter in Year 12, the portfolio work will be internally assessed by teachers in order to provide an indication of student progress. In Year 13, the personal investigation enables students to direct their own path of work.

The course includes an optional residential study visit to a centre of cultural interest such as Edinburgh, Barcelona or Paris, which provides the opportunity to set class based work in a first-hand context. The costs of these visits are roughly £280 for a UK based visit to a destination such as Cornwall rising to £690 for a European destination, for example Venice. Visits to London galleries may also be offered.

## A level Examination

Personal investigation	60% of the assessment
Externally set assignment	40% of the assessment

15 hours examination time

## Entry Requirements

See table on page 5.

## Career Possibilities

An A level qualification could be followed by a 1 year Foundation Art course which leads directly to a degree in a related photographic/film making field. Some students also have the option of applying directly to some degree courses which can be linked to journalism, television, film making and advertising.

A photographic related qualification will open the doors to the ever expanding creative industries; Commercial, News/Journalistic, Fine Art, Freelance, Advertising, Portrait and Fashion. Other related areas include Animation and Film Making. The British creative industry is highly respected in the international marketplace and many will find successful careers abroad.

# Physical Education

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**Examinations Board**  
OCR

**A level specification**  
H555

**Head of Subject**  
Mr R Daniel

## **Course Outline**

The Physical Education specification takes a multidisciplinary approach, encouraging the development of different methods of enquiry drawn from a wide range of disciplines. The focal point is on the performer and the performance. The specifications are based on the interaction between the theory and practice of Sport and Physical Education.

### **Year 12**

Candidates study the following:

- applied anatomy and physiology
- skill acquisition
- history of sport
- sports psychology
- biomechanics

### **Year 13**

- exercise physiology
- sports psychology
- sport in society
- contemporary issues in physical activity and sport
- biomechanics

## Practical

Performance or coaching  
Evaluation and analysis of performance for improvement

## Units of Assessment

Examination 70%

Coursework 30%  
Evaluation and Planning  
Practical Performance

## **Entry Requirements**

See table on page 5

## **Career Possibilities**

A Physical Education A level provides an excellent prerequisite to many courses in further education and numerous career opportunities. Sports Science, sports law, leisure recreation management, sports journalism, physiotherapy and sports psychology are just a few careers which can be studied after A level Physical Education.



# Physics

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**Examinations Board**  
OCR

**A level specification**  
H556 (SPEC A)

**Head of Subject**  
Mr Z Dif

## **Course outline**

A level Physics is an extremely versatile qualification and is essential for electronics, engineering and pure sciences and very useful for auxiliary science based subjects, such as medicine. The intellectual training that one gets studying Physics, such as the use of applied mathematics and logical reasoning, as well as the scientific approach to problem-solving, can be considered useful for any profession.

Physics is fundamentally an experimental subject. This specification provides numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need. It also provides an excellent grounding in all of the key aspects of modern Physics such as digital imaging, quantum mechanics, cosmology, field theory and electromagnetism.

The Advanced level course is split into six modules: Modules 1 and 2 are skill based modules taught throughout the A level qualification in conjunction with the other, content based, modules. Modules 3 and 4 will be taught during Year 12. Students completing the A level course will complete the remaining modules in Year 13 and will also be assessed against the requirements of the practical endorsement.

## **Assessment**

Assessment for the A level course is by three examination papers which assess the content and skills.

Practical endorsement for physics – candidates complete a minimum of 12 practical activities to demonstrate practical competence. Performance is not assessed by exam, but by teacher assessment throughout the course on a pass/fail basis.

## **Entry Requirements**

See table on page 5. It is expected that students taking A level physics will also be taking A level mathematics.

## **Career Possibilities**

This subject is an essential A level choice for students who have already made up their minds to study Physics or Engineering at University; it is also useful for students who are considering a degree in any of the Sciences or Social Sciences and students who wish to broaden their education in preparation for University life and the world beyond. Universities regard Physics as a strong academic A level subject. It gives you the edge to gain access to many university courses, especially where the competition for places is fierce. Employers see a Physics qualification as an indication of someone who will immediately be an asset to the organisation. This is because Physics requires a logical, analytical and numerate mind, the ability to solve problems, good computing and practical skills.

# Psychology

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**Examinations Board**  
AQA

**A level specification**  
7182

**Head of Subject**  
Ms S Reynolds

## Course Outline

A level Psychology is a good choice for anyone interested in trying to understand human behaviour. It is a popular course with a strongly scientific approach to exploring the social and cultural variations of individual behaviour. It covers psychological theories and perspectives, research, terminology, concepts and methods. Lessons are a vibrant mixture of debate, discussion, clips and group work. You will be required to do reading and preparing before each lesson.

You will develop skills of analysis, interpretation, evaluation and application. Familiar real-world themes, issues and debates will be assessed from various psychological viewpoints and students will develop an understanding of the ethical issues and research methods used in psychological investigation.

## Course content

Psychology is the scientific study of human thought, emotion and behaviour. The topics that are studied on the course cover such areas as memory, obedience, depression, aggression, phobias, the structure and function of the brain, child development and research methods

### Paper 1: Introductory topics in Psychology

- Social influence
- Memory
- Attachment
- Psychopathology

The topic gives you an insight into classic areas of study in psychology, from Milgram's research into obedience to the accuracy of eyewitness testimony.

### Paper 2: Psychology in Context

- Approaches in psychology
- Biopsychology
- Research methods.

This topic examines different ways that psychologists investigate and explain behaviour.

### Paper 3: Issues and Options in Psychology

- Issues and Debates in Psychology
- Relationships
- Schizophrenia
- Aggression.

This paper examines the important debates within the field of psychology, such as nature / nurture and free-will versus determinism. The origin and processes of human aggression and relationships are also investigated.

## Assessment

Written exams: 2 hours each. Multiple choice, short answers and extended writing.

Paper 1: Introductory Topics in Psychology (33.3% of the total A Level)

Paper 2: Psychology in Context (33.3% of the total A Level)

Paper 3: Issues and Options in Psychology (33.3% of the total A Level)

## Career possibilities

Many students go on to study Psychology at University after thoroughly enjoying this demanding, but stimulating, course. Psychological knowledge and skills are well received by employers as it enhances interpersonal and communication skills. Studying psychology at A level could lead to careers including forensics, education, counselling, the prison service, the health sector, sport and exercise, advising businesses, teaching, further research and many more.

# Sociology

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**Examinations Board**  
OCR

**A level specification**  
H580

**Head of Subject**  
Mr L Poole

## Course Outline

Are you interested in people? Would you like to understand why people behave the way that they do? If the answer is yes, you should study sociology. Sociologists are keen to study topics such as: crime and deviance; 'the family' and; the media. Sociologists attempt to provide answers to key questions in society such as: Why do people commit crime?; Is the family in decline in the contemporary UK?; Are individuals and groups treated fairly in society?; Why do certain groups underachieve in education?

Sociology is defined as the study of individuals and groups in society. Sociologists conduct research to gather evidence and answer important questions. Sociology is a very popular option at A level and this exciting course allows students to debate and question the society we live in. Students are reminded that it is not essential to have studied the subject at GCSE to be accepted on the course. Sociology allows students to apply their experiences to sociological theory and ideas.

## Assessment

H580/01: Socialisation, Culture and Identity	30%
<ul style="list-style-type: none"><li>• An Introduction To The 'Individual and Society'</li><li>• 'The Family'</li></ul>	
H580/02: Researching and Understanding Social Inequalities	35%
<ul style="list-style-type: none"><li>• Research Methods</li><li>• Understanding Inequalities – class, gender, ethnicity and age</li></ul>	
H580/03: Debates In Contemporary Society	35%
<ul style="list-style-type: none"><li>• Globalisation and The Digital Social World</li><li>• Crime and Deviance</li></ul>	

Please note that a Crown Court visit will be arranged for all Year 12 students in the Summer Term. Parents/carers are asked for a small contribution to cover the transport of the students to the Crown Court

## Entry Requirements

See table on page 5

## Career Possibilities

A sociology student will have the skills needed for many jobs. Sociology allows learners to assess arguments and understand what makes people tick. Therefore, popular careers involve the police, teaching, law, social work, media, politics and health.

## 2019 A level Results

We celebrated another extremely successful year at A level. With almost a third of entries being graded at A\* or A, students have enjoyed considerable success gaining many places on competitive courses at top universities. Others are excited about the opportunities which lie within a range of apprenticeships. Our sixth form is founded on the belief that a positive approach determines success so it's lovely for our students to see their hard work, determination and resilience well rewarded. These students have also given a great deal back to the school and local community.

### 2019 A level overall results

	2019	2018	2017
% entries resulting in grades A*/A	32	37	35
% entries resulting in grades A*/A/B	65	67	66
% entries resulting in grades A* to C	86	86	88
% entries resulting in grades A*-E	99.4	100	100

### Results by subject

Subject	Entries	A*	A	B	C	D	E	U
Art (Fine)	9	1	1	4	3	0	0	0
Biology	35	3	10	8	9	4	0	1
Business	11	1	0	3	5	0	2	0
Chemistry	35	1	7	13	8	2	3	1
Chinese	3	1	1	0	0	1	0	0
Drama	7	0	1	5	1	0	0	0
Economics	9	1	1	3	2	2	0	0
English	27	1	7	14	5	0	0	0
French	4	1	1	2	0	0	0	0
Film Studies	9	0	4	4	1	0	0	0
Geography	33	3	2	13	9	4	2	0
Graphic Art	4	1	1	1	1	0	0	0
History	20	0	4	5	6	3	2	0
Japanese	7	1	0	2	3	1	0	0
Mathematics	28	8	9	4	4	3	0	0
Mathematics (Further)	6	3	1	1	1	0	0	0
Music	1	0	0	1	0	0	0	0
Physical Education	9	0	2	4	3	0	0	0
Physics	23	4	3	7	2	3	4	0
Photography	12	2	2	3	1	4	0	0
Product Design	4	0	3	1	0	0	0	0
Psychology	30	1	4	10	9	6	0	0
Sociology	26	3	12	6	4	1	0	0
Spanish	8	1	2	4	1	0	0	0

## Destinations of students leaving Year 13 in 2019

Forename	Surname	Provider name	Course name	Year of entry
Iris	Adams	Art Foundation	Bristol	
Zack	Ainsley	University of Exeter	Business and Management with Industrial Experience	2020
Charles Frederick Davy	Aston	University of Nottingham	Economics	2020
George	Bailey	GAP year		
Aimee	Bainbridge	Art Foundation	Bristol	
Olivia	Banks	Bristol School of Art	Art Foundation	
Alexander	Basu	Falmouth University	Film	2020
Hayden	Brewer	University of Nottingham	Physics	2020
Claire Elizabeth	Butler	University of Bath	Psychology (with placement)	2020
Abigail	Colborn	University of Gloucestershire	Primary Education: 5-11 Keystage 1/Keystage 2	2021
Tom	Cranwell	Employment		
Rebecca	Cross	University of Hull	Biomedical Science (with foundation year)	2020
Emily	Crowley	University of Manchester	Japanese Studies	2020
Naomi	Culpepper	Falmouth University	Graphic Design	2020
Christopher	Cumming	University of Warwick	Physics	2020
Jodie	Dale	University of Bath	Health and Exercise Science with Professional Placement	2021
Ryan	Daly	Employed - applying to RAF		
Emily	D'Arcy-Drake	Bournemouth University	Marketing Communications	2020
Rhiannon	Davis	University of Westminster, London	Television Production	2021
Archie	Davis-Grant	Employment		
Hannah	Davison	University of Plymouth	Events Management	2020
Joseph	Dicker	Employment		
Laura Jane Afton	Dickson	University of Exeter	Geography with Study Abroad	2020
Etienne Oliver	Duffin	Bristol, University of the West of England	Business Management and Economics	2020
Pip	Eames	University of Exeter	Marine Biology	2020
Sophie Rose	England	Bristol, University of the West of England	Business and Management	2020
Holly	Flynn	Employment		
Edward	Ford	Engineering Apprenticeship		
Pacey	Forge	Brigham Youn University, Utah, USA	Associates Degree	
Hannah	Forman	University of Gloucestershire	Primary Education: 5-11 Keystage 1/Keystage 2	2020
Charlie	Frankcom	University of Liverpool	Business Economics with a Year in Industry	2020
Ben	Frith	Re-taking A level		
Alfie	Galvin	GAP year		
Anna Mary Ruth	Geary	University of Cambridge	Modern and Medieval Languages	2020
Denisa	Golkiewiczova	University of Gloucestershire	Criminology and Psychology	2020
Elizabeth	Gorman	Bristol, University of the West of England	Nursing (Adult)	2020
Francesca	Green	Cardiff University	Mathematics and Music	2020
Olivia Rose	Green	University of Nottingham	Mathematics	2021
Abbie	Green	Bristol School of Art	Art Foundation	
Esme	Gurmin	University of Nottingham	Criminology	2021
Sophie	Guy	University of Winchester	Primary Education with QTS (3 years)	2020
Charlotte	Hall	Falmouth University	Photography	2021
Austin	Hampshire	Cardiff University	Journalism, Media and English Literature	2020
William	Harper	University of Leeds	Languages and Cultures	2021
Edward William	Hawkins	Bristol, University of the West of England	Economics	2020

Forename	Surname	Provider name	Course name	Year of entry
Jonathan	Hayward	Winterbourne Primary School	Teaching assistant apprenticeship	
Erin	Hodson	GAP year		
Susanna Claire	Holt	University of Surrey	Veterinary Medicine and Science	2021
Rachel	Hucker	Edge Hill University	Critical Approaches to Counselling and Psychotherapy	2020
Sophia Dora	Iddon	University of Oxford	Law	2020
Emily	John	University of Plymouth	Medicine	2020
Erin	Johnson	University of Southampton	Geography	
Esme	Kenny	Cheltenham Dance College		
Apolline Elisabeth	Kirk	University of Exeter	Business and Management with Industrial Experience	2020
Alex	Langdon	University of Nottingham	Medicine BMBS (Nottingham/Derby pathway)	2020
Callum	Lee	University of Leeds	Languages, Cultures and Business	2020
Samuel George	Long	University of Nottingham	Economics	2021
Rebecca	Lowther	Cardiff University	Law and Criminology (Integrated)	2021
Ryan David	Marshall	Swansea University	Psychology	2020
Henry	McCubbin	Re-taking A level		
Anna Hope	McLaughlin	University of Leeds	Medicine	2020
Isabelle	Miller	Bournemouth University	Nutrition	2021
Neve	Milverton	Art Foundation	Bath College	
Daniel	Pacini	GAP year		
Thomas	Page	Employment		
Phoebe	Pain	GAP Year		
Toby	Palmer	University of Exeter	Physics	2020
Harry	Powell	Employment		
Teya	Quinnell	Re-taking A level		
Jensen	Reader	University of Exeter	Civil Engineering	2020
Amelia Margaret	Reeves	University of Cambridge	History	2020
Isobel	Roberts	Queen's University Belfast	Medicine	2021
Sophie	Rogers	University of Nottingham	Psychology	2020
William David	Rowberry	University of Leeds	Mechanical Engineering	2020
Ayaana	Sadier	University of Nottingham	Management	2020
William James	Sluman	Cardiff University	Biomedical Science (Including Professional Training Year)	2020
Archie	Smart	Employed - Stonewood Builders	Carpentry Apprenticeship	
Neve	Smith	University of Southampton	Biomedical Sciences	2020
Benjamin	Smith	Employment		
Ben	Stacey	Gap year		
Luke Neil Thomas	Stevens	University of Reading	Pharmacy	2021
Rhydian	Thomas	University of Exeter	Business and Management with Industrial Experience	2020
Joseph	Vine	Falmouth University	Sustainable Product Design	2020
Molly	Wadey	Bristol, University of the West of England	Sociology	
Erin	Walters	Employment		
Danaya	Watchman	Art Foundation	Bristol	
Aimee	Watson	Bristol, University of the West of England	Primary Education (ITE)	2020
Matthew	Welch	University of Chester	Photography	2020
Leo Jonathan	Wells	University of Sheffield	Mechanical Engineering with a Year in Industry	2021
Paige	Werreitt	Employed		
Lucianna Jasmin	Wills	University of Exeter	Business and Management with Year Abroad	2020
Charlotte Louise	Wilson	Cardiff University	Biological Sciences (Zoology)	2020
Oliver	Wilson Galiana	Loughborough University	Sport and Exercise Science	2020

