



A Level Guide

For courses starting in September 2017

A-level Changes

You will be aware that the structure of A-levels has changed and that all schools nationally have had to adapt to these changes. The changes have been staggered over three years, with the first subjects having changed in September 2015. All of the subjects offered at Kent College will now follow the 'reformed' examination structure.

Old Structure (modular):

Current Structure (linear):

Lower Sixth First year of study AS modules 50% of overall A-level	Lower Sixth First year of study No public examinations
Upper Sixth Second year of study A2 modules 50% of overall A-level	Upper Sixth Second year of study 100% of A-level examined

The Kent College Sixth Form

The Kent College Sixth Form curriculum is designed to accommodate any combination of subjects.

The expectation is that most girls will ultimately choose three subjects to take through to A-level. However, we recognise the need to offer flexibility when deciding on the 'final three'. Therefore, we will allow girls to start with four subjects with a view to narrowing this down to the 'final three' by February half-term of the Lower Sixth.

Alongside the three A-level subjects, girls will also follow the Curriculum Enrichment Programme (CEP). Amongst the opportunities available will be the Leiths Basic Certificate in Food and Wine, the Extended Project Qualification (EPQ), editorship of the school newspaper 'The Blue', community service, community sports leadership and involvement in the Model United Nations (MUN).

Can I take all four subjects?

It is expected that the time released moving from four to three subjects will be used for further study of a girl's chosen three subjects and to support the Extended Project Qualification (EPQ).

All universities, including Oxford and Cambridge, assess their candidates on the basis of three A-levels. Therefore we believe it is in every girl's interest to concentrate her efforts on her chosen three subjects. However, we also appreciate that every girl is an individual and that some girls may want to continue with all four subjects. If someone is considering continuing with all four then she should discuss this with her subject teachers and Mr Mossman once she is in the Lower Sixth. The minimum requirement to continue with four A-levels is a prediction of ABBB or higher.

Which subjects are offered at Kent College?

Ancient Greek	German
Art	Government & Politics
Biology	History
Business	History of Art
Chemistry	Latin
Classical Civilisation	Mathematics
Dance	Music
Drama and Theatre	Photography
Economics	Physical Education
English Literature	Physics
Film Studies	Psychology
French	Religious Studies
Further Mathematics	Spanish
Geography	Textile Design

Life as a Sixth Form student

Life in the Sixth Form at Kent College is exciting, challenging and rewarding. We provide an excellent academic environment as well as many opportunities to develop your personal skills and interests; our aim is to produce happy, independent Sixth-Formers with varied and impressive achievements. The Sixth Form at KC is small enough to ensure a strong system of pastoral care but large enough to provide a wide variety of curricular and extra-curricular opportunities. Sixth-Formers form a supportive close-knit community and enjoy their own separate study centre, Tilley House. They are also part of the larger community of Kent College, being responsible for duties, some clubs, and most importantly, leadership roles. Girls should be prepared to work hard, but also thoroughly enjoy the next two years.

Tilley House and Privileges

The Senior Study Centre, Tilley House, is the main base for Sixth-Formers. It provides personal study rooms with computers, access to the Internet and the school network. For moments of relaxation, there is a comfortable common room with kitchen. At break times you can socialise in the common room and take advantage of the constant supply of tea, coffee, toast, fruit and biscuits. You are expected to help in the daily running of Tilley House. The Heads of Tilley (two girls from Upper Sixth) deal with the practical matters of ordering supplies and running the house. At lunchtime you will be able to go to the dining room before the rest of the senior school and return for coffee in Tilley. In addition to this, should you wish to take driving lessons in the Lower Sixth, you may take your lesson during the last two periods of the day, if you are free at this time. Furthermore, girls in the Upper Sixth who have a free afternoon are permitted to study at home, if this suits their working habits.

Induction Programme

Each September an induction programme is organised for the Lower Sixth, to help them settle in and to get to know each other; each year a small number of girls join the school at this stage. The day before term starts, you will have the opportunity to meet your subject teachers and to confirm subject options. The Head of Sixth Form talks to all the girls and their parents about form groups and general aspects of Sixth Form life. New girls are given a tour of the school and boarders settle into their houses. During the first week, there are team building activities and a supper and quiz night to help the Upper and Lower Sixth to get to know each other.

Tutorial Support

Sixth-Formers are placed in small tutor groups made up of girls from both the Lower and Upper Sixth. Each girl stays with the same form tutor for two years. Tutors really get to know their tutees and are ideally placed to offer both academic and pastoral guidance, and can write references that genuinely reflect the individual interests and strengths of each girl. Expect your tutor to review your academic and personal achievements with you regularly and help set targets for the future.

Oxbridge Preparation

All girls who consider making an application for Oxford or Cambridge University, or one of the highly competitive university courses such as medicine or law, are invited to preparation lessons. These are designed to ensure that girls have the opportunity to explore and discuss topics that may arise at interview. Practice interviews are also arranged. Staff are available for consultation after publication of the A-Level results, and past Sixth-Formers are often invited back to school to talk to their successors. The majority of Kent College Sixth-Formers proceed to universities and colleges of higher education, but the occasional girl who chooses to enter employment or further education will also receive specialist advice. We also feel that it is important to educate Sixth-Formers about changes in employment patterns and in the structure of the world of work. We hope that by the end of their time at KC, Sixth-Formers will be looking forward to new challenges, confident in the choices they have made.

Sport

Everyone in the Sixth Form takes part in one hour of Physical Education each week and there is flexibility for Sixth-Formers to choose which activities they take part in. Examples of the type of activities available are:

Autumn & Spring Terms

- Hockey
- Netball
- Trampolining
- Body Combat
- Badminton
- Swimming
- Rugby
- Volleyball
- Basketball
- Zumba
- Pilates
- Fitness suite
- Bench Ball
- Cheerleading
- Climbing
- Aqua Zumba
- Yoga

Summer Term

- Swimming
- Athletics
- Tennis
- Rounders
- Fitness suite

In addition, senior school teams participate in the major sports, and a busy extra-curricular activities programme provide ample opportunities for the keener sportswoman to experience and develop interests in a wide range of leisure pursuits.

Dress

The Sixth Form uniform is a grey pin-stripe suit supplied by School Blazer (www.schoolblazer.com) It is worn with a choice of plain or candy-stripe shirts also supplied by School Blazer. Shoes should be smart (there is a list of exclusions, including casual boots, trainers and flip-flops) and not excessively high-heeled.

Boarding

There is a high proportion of boarders in the Sixth Form, a small number of whom come new into the Lower Sixth. Day girls sometimes ask to change to weekly or full boarding in the Lower Sixth, so that they have access to the library and IT resources in the evenings, and as the work load increases, save time that would be taken travelling to and from school. We also allow flexi-boarding when we are able, and Sixth-Formers sometimes request this during exam time, periods of parental absence or other circumstances. We cannot always accommodate Sixth-Formers at short notice but will do our best. KC day girls should inform the school early if they would like a boarding place next September.

Career Pathways

At Kent College we design a bespoke careers pathway for every pupil in the school. In the Sixth Form our intention is to build on the enrichment and academic opportunities that girls have developed throughout their previous schooling. It is also the time for further decisions about the future. Every decision made by our girls is an individual one and our team work closely with the girls, her academic, pastoral and co-curricular teachers and tutors together with her support network at home and in the boarding house to ensure that decisions are the best they possibly can be. The KC Career Pathways programme aims to widen, deepen and challenge understanding of the possibilities, so that all Sixth-Formers make positive and well-informed choices about their future.

There is a comprehensive timetabled Career Pathways session each week focusing on a wide range of topics including:

- applying to higher education in the UK and overseas
- apprenticeships
- work experience
- writing an effective personal statement
- career management
- gap year planning
- graduate employment
- interview technique
- resilience and the psychology of success
- leadership skills

The Career Pathways department is a holistic one. It is now recognised that over 30% of our current Sixth-Formers will become engaged in a career that does not even exist yet. With the world becoming ever smaller, it is our responsibility to ensure that every Sixth-Former is equipped with the necessary skills and resources to make their chosen pathway an exceptional one. Therefore, each Sixth-Former will develop their own pathway portfolio which records all of their achievements (personal, academic, sporting etc.) together with a record of work experience, community service, travel, and employment, so that we are able to convey the uniqueness of each Sixth-Former in any form of application. We expect all Sixth-Formers to take advantage of every opportunity on offer to them whilst they are at KC. This includes challenging their own ideas and ensuring that their pathway reflects their potential and ambitions. We encourage input from home and suggestions on how this provision can be tailored to support the needs of your daughter.

Work Experience

An integral part of the Career Pathways programme is work experience. We expect all Sixth-Formers to have engaged in meaningful and relevant work experience by the time they enter Upper Sixth. We are continuing to develop our work experience provision and ask all parents and guardians to complete our skills audit and offer work placements if they are able. Girls are encouraged to engage in a variety of placements to ensure all potential pathways are explored. We have a database of relevant opportunities and encourage the girls to apply for the most competitive placements as early as possible. We provide expert advice when writing applications for work experience so that girls have the best chance of securing these highly sought-after placements. Sixth-Formers need to be proactive and ambitious from the outset.

A-level Results

At Kent College, we recognise the learning needs of the individual and offer a flexible curriculum allowing girls to choose the A-level courses which suit them. Through dedicated teaching, bespoke timetabling, small classes and excellent facilities, our A-level Sixth-Formers consistently outperform compared to national standards allowing them to achieve the highest grades and proceed to the university or college of choice.

A-Level Results 2016

A*-A grades: 42%

A*-B grades: 73%

A*-C grades: 92%

Higher Education Destinations

In the last two years, over 87% of those applying to a higher education course gained a place at their first choice destination, including Oxbridge, with the majority going to Russell group universities and almost three-quarters to highly competitive courses.

Scholarships

Internal Candidates

All current Year 11 scholars will retain their scholarships into the Sixth Form. Additional scholarships will be awarded as follows:

Academic scholarships are awarded to girls who perform to the highest standard in public and internal examinations from Year 10 up to November of Year 11. The highest performing academic scholar will be offered the title of 'Margaret James Scholar.' There is no need to apply for an academic scholarship.

Girls wishing to be considered for practical scholarships in Art, Drama, Music and Sport need to apply by Friday 4th November 2016. There is no requirement to take the subject at A-level; however, it is expected that practical scholars will continue to support the department during their time in the Sixth Form.

Parents are notified by the Christmas holidays of Year 11 if their daughter has secured a scholarship for the Sixth Form. Please see the scholarship booklet for more information.

External Candidates

For all external candidates, a reference will be taken up from the applicant's current school. Candidates in the UK will be required to attend examinations, auditions and interviews. Candidates may apply for up to two scholarships from:

- Academic
- Art
- Drama
- Music
- Sport

Full details of the application process can be found on the school website:

<http://www.kent-college.co.uk/admissions/scholarships-and-bursaries-266/>

Ancient Greek

Course Content

For Sixth-Formers starting the course in September 2017, there will be four units; all will be assessed by examination in June 2019.

Modules

Greek translation paper and comprehension paper: 50% of total mark

Candidates will need to demonstrate the ability to translate from Classical Greek into English and answer comprehension questions on an unprepared text. Sixth-Formers who have done GCSE Greek should find that the language requirements at A-level build naturally on their experience at GCSE.

Greek verse and prose literature papers: 50% of total

For the prose literature paper, girls will examine the philosophical works of Plato and the historical writings of Thucydides; for the verse literature paper, they will have the opportunity to study the tragedy of Antigone, who sacrificed her life in pursuit of her principles, and selections from Homer's *Odyssey*, which tells the compelling tale of Odysseus' exciting adventures on his way home from the Trojan War. They will demonstrate understanding of literary techniques, and have the opportunity to make a personal response to the texts.

If you are interested in studying Ancient Greek, please speak to Mrs Hutchinson, Head of Classics, or Mr Kirk-Burgess.

Art

Course Content

A-level Art is a two-year subject for girls who are creative and have imaginative minds. It can be immensely challenging but extremely rewarding, as well as providing girls with life-enhancing skills.

Girls who intend to study A-level Art would usually be expected to have grade A*-B at GCSE level. Those who are accepted onto the course will have the opportunity to express their ideas in a wide range of two- and three-dimensional media and will explore the artistic possibilities of varied approaches, from observational study to abstract art. An important emphasis is placed on the creative process, with Sixth-Formers required to provide ample evidence of the evolution of their ideas. The sketchbooks of a Sixth-Former say as much about them as do their finished pieces of work. There are also termly opportunities to attend life drawing sessions after school, taught by a specialist. Studying the human form provides an excellent discipline for any aspiring draughtsperson and evidence is expected by art colleges in the application process. Part of the course requires Sixth-Formers to be aware of the constant development of thinking which takes place in the visual arts. It is expected that girls will understand the importance of studying the work of other artists and art from other cultures. Work in the studios is enhanced by visits to galleries and exhibitions.

The course comprises two units:

- Personal Investigation (60%) including a written related study
- Externally set task (40%)

Career Opportunities

The most usual route for Kent College girls planning a career in Art and Design is as follows:

- A good grade at GCSE level
- A-level Art
- A foundation course at a College of Art
- A degree course in a specific area of Art or Design
- Employment

Successful girls go on to careers in areas such as fine art, graphic design, industrial design, fashion, textiles, furniture design, interior design, ceramics, illustration, film, animation, photography and architecture.

Girls who consider continuing to art college will be helped and advised in the creation of a portfolio suitable to their application/course, application statement, reference and interview technique. In the summer of 2015, 100% of girls who applied to art college received places at their first choice of destination.

Biology

The OCR (Specification A) A-level Biology course is designed to be a natural continuation of GCSE Biology, with an emphasis on developing your subject knowledge and exploring modern applications within biology. If you have an interest in the study of living organisms and enjoy practical investigations in the laboratory or as fieldwork, you will find the content of the course both rewarding and demanding. In addition to classroom theory and practical lessons, there will be visits to relevant establishments and practical ecology excursions.

Entry requirements

The minimum entry requirement for the course is grade A at GCSE Biology or grades AA at GCSE Double Award Science. Sound mathematical skills are also required, as is a working knowledge of chemistry and physics.

Course overview

Module	Content
Module 1	Development of practical skills in biology
Module 2	Foundations in biology
Module 3	Exchange and transport
Module 4	Biodiversity, evolution and disease
Module 5	Communication, homeostasis and energy
Module 6	Genetics, evolution and ecosystems

Teaching of practical skills is an integral part of the course and Sixth-Formers will be required to develop their skills (planning, implementation, analysis and evaluation) in preparation for the written examinations. Coursework no longer exists and has been replaced with Practical Endorsement for biology. Throughout the two year course, Sixth-Formers' practical competence (use of particular apparatus and techniques) will be recorded and assessed internally, by staff at Kent College.

Assessment Overview

Paper	Assessment	Exam	Weighting
Paper 1	Biological processes (<i>modules 1,2,3 & 5</i>)	2hr 15mins	37%
Paper 2	Biological diversity (<i>modules 1,2,4 & 6</i>)	2hr 15mins	37%
Paper 3	Unified biology (<i>all modules</i>)	1 hr 30mins	26%
Non-exam	Practical Endorsement for biology: Reported separately (does not count towards the A-level)		

Career Opportunities

A-level Biology helps to develop a broad scientific background and enhance problem solving, numeracy and practical skills. When combined with a variety of other A-level subjects, it can lead to a range of careers including healthcare, research, veterinary practice, law and journalism.

Business

Course Content

The course will give you the opportunity to:

- analyse characteristics and activities of business organisations and how they respond to the changing demands of their environments
- develop an understanding of how effective managers and leaders develop successful organisations in terms of customer focus and the products/services they offer
- reflect on how successful business organisations engage in financial and accounting practices to maximise value for stakeholders value
- develop knowledge that relates to strategic planning and decision-making to ensure business survival, change, and sustainable success
- develop and demonstrate an awareness of current business issues
- develop a solid foundation for further study.

Key Features

You will be introduced to Business in Themes 1 (Marketing and People) and 2 (Managing Business Activities) to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 (Business Decisions and Strategy) and 4 (Global Business), requiring you to take a more strategic view of business opportunities and issues.

You will be encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

You are encouraged to participate in the Young Enterprise Scheme which will give you the opportunity to create and manage a new business you would have created and developed as part of a team. The Young Enterprise Scheme allows you to gain valuable practical experience, working and competing with groups of Sixth-Formers from other local schools involved in the scheme.

Assessment

This is a 100% exam based subject where you will be assessed by data response and extended open response questions. You will sit three papers at the end of two years.

Career Opportunities

This course will prepare you for any career choice as today's society requires an understanding of the principles of business. This course is relevant to those interested in business management, marketing, advertising, media, financial management, accounting, business law, human resource management, banking, retailing in the public or private sector.

Chemistry

The OCR (Specification A) A-level Chemistry course is designed to be a natural continuation of GCSE Chemistry and involves the study of the three major branches of the subject: organic, inorganic and physical chemistry. It is considered to be the central science because of its links with other scientific disciplines. As you learn to develop a logical, analytical approach to solving problems, it can be both an exciting and challenging subject.

Entry requirements

The minimum entry requirement for the course is grade A at GCSE Chemistry or grades AA at GCSE Double Award Science. Sound mathematical skills are also required.

Course overview

Module	Content
Module 1	Development of practical skills in chemistry
Module 2	Foundations in chemistry
Module 3	Periodic table and energy
Module 4	Core organic chemistry
Module 5	Physical chemistry and transition elements
Module 6	Organic chemistry and analysis

The teaching of practical skills is an integral part of the course and Sixth-Formers will be required to develop their skills (planning, implementation, analysis and evaluation) in preparation for the written examinations. Coursework no longer exists and has been replaced with Practical Endorsement for chemistry. Throughout the two year course, Sixth-Formers' practical competence (use of particular apparatus and techniques) will be recorded and assessed internally, by staff at Kent College.

Assessment Overview

Paper	Assessment	Exam	Weighting
Paper 1	Periodic table, elements & physical chemistry (modules 1,2,3 & 5)	2hr 15mins	37%
Paper 2	Synthesis & analytical techniques (modules 1,2,4 & 6)	2hr 15mins	37%
Paper 3	Unified chemistry (all modules)	1 hr 30mins	26%
Non-exam	Practical Endorsement for chemistry: Reported separately (does not count towards the A-level)		

Career Opportunities

Demand for people with qualifications in Chemistry is high. Chemistry graduates are sought after to work on industrial and academic research, in the chemical industry, the financial world, in management and in many other areas where numeracy and other problem solving skills are valued.

Classical Civilisation

Sixth-Formers taking Classical Civilisation at A-level are given the opportunity to step into the fascinating past, examining the inspiring, influential and mysterious cultures of ancient Greece and Rome. This varied course gives pupils an appreciation and understanding of the origins of Western literature and drama, while fostering analytical skills and an intellectual flexibility that is vital in the modern workplace. The course is supported through trips to ancient sites, drama performances and seminars. A level pupils do not need to have studied Classical Civilisation at GCSE.

Course Content

The A-level course requires students to demonstrate knowledge and understanding of the classical world in all three of the following areas:

Literature (in translation)

Pupils will be given the opportunity to go back to the very origins of western literature, studying Homer's tale of how the Greek hero Odysseus encountered gods, witches, monsters and skulduggery in his attempt to return home from Troy. They will also study the Roman epic Virgil's Aeneid, in which the poet justifies the regime of Augustus, the first Roman emperor, by linking him to the founder of the Roman people, the Trojan hero Aeneas. With poetic beauty Virgil raises questions as to the nature of love, war, destiny, duty and heroism, while giving us an insight into the political realities of his day. Pupils will also examine the origins of theatre, exploring the plots, characterisation and dramatic effects of the tragic plays of Sophocles and Euripides.

Philosophy and thought

Study at A-level will include analysing the works of some of the great thinkers of the classical era, such as the philosopher Plato, and discussing some of the ethical questions which continue to be wrestled over by successive generations.

Material and visual culture

Pupils will also learn to respond critically to the buildings and artefacts of classical times, examining what examples of visual and material culture can tell us about the classical world, and what they cannot, as well as exploring the range of possible interpretations of such visual and material culture.

Career Opportunities

Classical Civilisation is a stimulating course which can be combined with any other subject. Most importantly it will enrich understanding of a wide range of disciplines, broadening education and career options for the future. Sixth-Formers in the past have found their study of Classical Civilisation relevant to a wide range of subjects at university, including law, history, art, architecture, classics, theatre studies, English, politics, economics and languages.

Dance

Course Content

A-level Dance is a dynamic qualification which encourages pupils to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education providers and employers and will help you stand out in the workplace whatever your choice of career. This A-level explores both historical and current dance practices and inspires a lifelong passion and appreciation for the art.

Component 1: Performance and choreography
What's assessed <ul style="list-style-type: none">• Solo performance linked to a specific practitioner within an area of study.• Performance in a quartet.• Group choreography.
How it's assessed <ul style="list-style-type: none">• Practical exam• 80 marks• 50% of A-level

Component 2: Critical engagement
What's assessed <ol style="list-style-type: none">1. Knowledge, understanding and critical appreciation of Rambert Dance Company (formerly Ballet Rambert) 1966–2002 and the set work, Rooster (Christopher Bruce 1991)2. Knowledge, understanding and critical appreciation of one of the optional set work and its area of study.
How it's assessed <ul style="list-style-type: none">• Written exam: 2 hours 30 minutes• 100 marks• 50% of A-level

Optional set works and corresponding areas of study

Option	Set work	Area of study
1	Giselle (Jean Coralli and Jules Perrot, 1841)	The romantic ballet period
2	Appalachian Spring (Martha Graham, 1944)	The origins of American modern dance 1900–1945
3	Singin' in the Rain (Stanley Donen and Gene Kelly, 1952)	American jazz dance 1940–1975
4	Sutra (Sidi Larbi Cherkaoui, 2008)	The independent contemporary dance scene in Britain 2000–current

It is expected that this subject will be studied as a one-year AS in the L6, although it may be possible to offer the full A-level to exceptional candidates. Please note that lessons will be

scheduled as part of the Curriculum Enrichment (CEP) timetable. Therefore it is not possible to study Dance if choosing other CEP options such as EPQ or Leiths.

Drama and Theatre

Course Content

This demanding and exciting course has been created for Sixth-Formers with a passion for theatre. All components are taught from the perspective of rehearsal, performance and design.

Sixth-Formers considering this area of study should have excellent performance skills and the ability to lead, guide and support group work. Alongside our usual tuition, we offer trips to the National Theatre and the Royal Shakespeare Company. The A-Level course is complementary to the GCSE drama course, but as we have proven in the past, it is not necessary to have studied drama at GCSE to be very successful at this level.

Besides the practical elements of A-Level Theatre Studies, Sixth-Formers will analyse and evaluate a live performance they have seen. They will demonstrate how they, as theatre makers, would realise an unseen extract of a play in performance. They are also asked to consider how a chosen theatre practitioner would influence their production concept of a chosen play.

Modules and Assessment

Component 1: Devising an original performance piece

Coursework (40% of the qualification)

This is assessed through a portfolio and the devised performance/design realisation

Component 2: Text in Performance

Coursework (20% of the qualification)

Two parts:

- A group performance/design realisation of an extract from a performance text.
- A monologue or duologue performance/design realisation from an extract of a different performance text.

Component 3: Theatre Makers in Practice

Written examination (40% of the qualification)

Three parts:

- Evaluation of a live performance.
- Practical exploration and study of a complete text – focusing on how this can be realised for performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be re-imagined for a contemporary audience.

Career Opportunities

KC Sixth-Formers have gone on to study a number of related university degree courses and then taken up careers in acting, lighting, sound and stage management. Those who do

not intend to pursue careers in the theatre will find the experience useful for employment in public relations, business, advertising and any other career which requires good presentation and communication skills.

Economics

Course Content

In Economics you will look at the fundamental forces which affect our lives, such as employment, prices, international trade and poverty. Consequently, a keen interest in current affairs and a willingness to read quality newspapers is essential. Although the subject is primarily theoretical, the work in the classroom can be related directly to the world outside. Economists are often in healthy debate with each other over these issues; it is this controversy which makes economics lively and interesting and which allows you the opportunity to make your own judgements and form your own opinions.

What will you learn?

Economics A-level is structured into four themes:

1. Introduction to markets and market failure focusing on microeconomic concepts.
2. The UK economy – performance and policies focusing on macroeconomic concepts.
3. Business behaviour and the labour market. This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics.
4. A global Perspective. This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context.

You will build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. You will need to apply your knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

How will you be assessed?

This is a 100% exam based subject where you will be assessed by multiple choice, short answer, data response and extended open response questions. You will sit three papers at the end of your two years studying Economics to obtain your A-level qualification in this subject.

Where will success take you?

Economics is a versatile subject that can help you in a number of careers. It may lead to a career in multinational corporations, banks or the government but your qualification in economics could also be valuable support in a career like marketing, law, journalism or teaching. Sixth-Formers who take Economics also often study Law, Mathematics, Geography, History, Politics, Philosophy and Languages. Pupils considering studying

Economics at degree level are advised to take Mathematics at least to AS level, as some degrees require a high level of mathematical competence.

English Literature

Course Content

At Kent College, we follow Pearson's syllabus for A-level English Literature. We chose Pearson because it allows candidates to write about the four main literary genres individually, rather than, as in previous years, requiring them to compare texts from different genres and periods.

The syllabus is made up of four components:

Paper 1: Drama (30% of total marks)

In this paper, candidates are required to write two essays, one on a Shakespeare play and one on another play. There is no element of comparison. In addition, they are required to refer to an anthology of critical material compiled by the exam board which includes essays on the set Shakespeare plays.

Paper 2: Prose (20% of total marks)

In this paper, candidates are required to write one comparative essay on two novels. One novel must be taken from the pre-19th century selection.

Paper 3: Poetry (30% of total marks)

In this paper, candidates are required to compare an unseen poem with one of a selection of poems they will have studied in class. The second question on the paper asks them to write an essay on the poet/poetic movement they have studied during the course.

Paper 4: Coursework (20% of total marks)

Coursework allows for candidates to work independently. They can write about any well-regarded text or group of texts that they have particularly enjoyed. We will teach these texts but Sixth-Formers will be responsible, with guidance, for formulating their own titles.

Film Studies

Film Studies is a popular, student-centred subject which allows students to study aspects of film from the USA, the UK and other countries. Film Studies is designed to encourage a lifelong interest not just in the forms of cinema already familiar to students, but in new experiences and new ideas. By the end of the course, students will be prepared for more rigorous studies in film histories, and critical practices, should they choose to go in that direction. The course is designed to stimulate creativity and encourage students to think about moving images in practical, conceptual and critical ways.

Course Content

Course content is balanced between Practical Coursework (including film-making) and two written exams.

1: AMERICAN AND BRITISH FILM (Written examination: 3 hours)

Section A: Classical Hollywood: One question from a choice of two, requiring reference to one US Hollywood Studio film.

Section B: Hollywood since the 1960s (two-film study)

One question from a choice of two, requiring reference to two American films, one produced between 1961 and 1990 and the other more recent.

Section C: Contemporary American independent film

One question from a choice of two, requiring reference to one American independent film.

Section D: British film (comparative study) One question from a choice of two, requiring a comparison of two British films, one produced between 1930 and 1960 and the other more recent.

2: VARIETIES OF FILM (Written Examination: 3 Hours)

This component assesses knowledge and understanding of five feature-length films and one compilation of short films.

Section A: Film movements (two-film study)

One question from a choice of two, requiring reference to at least one film from the silent era.

Section B: Documentary film

One question from a choice of two, requiring reference to one documentary film.

Section C: Global film (two-film study)

One question from a choice of two, requiring reference to two global films, one European and one produced outside Europe.

Section D: Short film

One question from a choice of two, requiring reference to a compilation of short films.

3: PRODUCTION (Coursework)

This component assesses one production and its evaluative analysis. Learners produce: either a short film (4-5 minutes) or a screenplay for a short film and a digitally photographed storyboard of a key section.

French, German and Spanish

Course Content

By studying French, German and/or Spanish, Sixth-Formers develop the ability to communicate and comprehend language to a high level, together with an awareness of the society, history and culture of the corresponding countries. Beside opportunities to spend time abroad, we aim to foster an enthusiasm for language learning that goes beyond the classroom. In recent years our girls have gone on to study Modern Languages at UCL, Bristol, Durham, Edinburgh, Exeter, Canterbury, Nottingham and Southampton.

The MFL faculty currently runs a language stay in Biarritz, in the Basque region of France. Girls taking Spanish have the chance to take part in a home stay language course in Málaga. The German department offers a trip to Munich or Berlin. The faculty also encourages students to see plays and films in their chosen language(s) and recent visits include a theatre trip to see *L'école des femmes* by Molière as well as cinema conferences at the British Film Institute.

During the two-year course, Sixth-Formers study topics based around the society and culture of the relevant countries. They include, for example, the role of the media and the politics and economics surrounding issues such as migration and integration. In addition, Sixth-Formers will study a historical topic, a short literary text and a film:

French:

- The occupation of France and the resistance movement
- Literary text: *Un sac de billes* by Joseph Joffo or *L'étranger* by Albert Camus
- Film : *Au revoir les enfants*, directed by Louis Malle or *Un long dimanche de fiançailles*, directed by Jean-Pierre Jeunet

German:

- The rise and fall of the Berlin Wall and reunification
- Literary text: *Der Besuch der alten Dame* or *Die verlorene Ehre der Katharina Blum*.
- Film: *Das Leben der Anderen* directed by Florian Henckel von Donnersmarck

Spanish:

- Franco's dictatorship and the transition to democracy
- Literary text: *Como agua para chocolate* by Laura Esquivel
- Film: *Volver* by Pedro Almodóvar

Assessment:

Two externally-examined papers will assess listening, reading and writing. Your teachers will conduct a speaking assessment which is externally assessed by the examination board.

Career opportunities:

In an increasing global employment market, it is a major advantage to speak a foreign language. Europe is the UK's largest export market and UK employers in areas such as law, banking, management consultancy, the Diplomatic Service, tourism and the arts are looking for employees who can offer a foreign language in addition to their specialist skills. Universities also look favourably on applicants with foreign language skills and value their capacity to argue a case and their eye for detail.

Geography

Course Content

Geography is a popular option at A-level. It is up-to-date, relevant and is one of the most exciting, adventurous and valuable subjects to study today. Sixth-Formers enjoy the scope of the material covered, the insights it can provide into understanding the world around us and the contemporary nature of the issues it tackles. It is a versatile subject, which bridges arts and sciences and has as its focus the relationships between people and their environment both locally and globally. Geography helps us to understand our own lives in a global world and face issues like climate change, water, food security and poverty eradication. The A-level course will help develop and produce evidence of problem solving, data collection, communication skills, spatial awareness, report writing, graphicacy, decision making, statistical analysis, independent research, IT, teamwork and leadership. Field work supports topics taught and there are optional curriculum enrichment trips to locations such as Iceland and the Bay of Naples. Girls are encouraged to attend local Geographical Association lectures at Judd School and in London.

Assessment:

Syllabus: Cambridge International A level.

Paper 1: Core physical geography. Data response and structured questions. (25%)

- Hydrology, rivers, floods and management.
- Atmosphere and weather.
- Plate tectonics, rocks and weathering.

Paper 2: Core human geography. Data response and structured questions. (25%)

- Population: resource relationships and management.
- Migration. Internal and international processes and patterns.
- Urban and rural settlement in developed and developing countries.

Paper 3: Advanced physical geography options. Structured questions and essay. (25%)

Two topics to be studied from:

- Hazardous environments. Tectonic processes, mass movements and atmospheric disturbances.
- Hot and semi-arid environments. The desert climate, weathering and erosion processes and landforms. Sustainable management.
- Coastal processes and landforms. Coral reefs. Sustainable management.

Paper 4: Advanced human geography options. Structured questions and an essay. (25%)

- Global interdependence. Trade, debt and aid. Tourism and sustainable management.
- Economic transition. Global inequalities in social and economic well-being. Transnational companies. Regional disparities and management.

NB: There is no compulsory field work and no course work in this geography syllabus.

Career Opportunities:

Statistics show geographers are among the most employable of students. This is because they possess the abilities and skills which employers look for, derived from a combination of arts and sciences. Examples include: Financial services, personnel, conservation, planning, environmental consultancy, Geographical Information Systems, IT, marketing, heritage management, research, teaching, management, information services, water companies, civil service, the media, leisure and tourism, land management, surveying, cartography, weather forecasting, geology, transport, development and graduate training schemes in most companies.

Government and Politics

Government and Politics is a fascinating and fluid subject that challenges ideas about how democracy works. By studying this subject at A-level, Sixth-Formers will learn about how government is organised in the UK in theory, and how politics actually works in practice. Political ideologies such as Socialism and Feminism are examined in depth and Global Politics develops an understanding of concepts such as global governance, human rights and globalisation.

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

Sixth-Formers need to be prepared to stay up-to-date using newspapers, magazines and documentaries and to be prepared to discuss politics and to listen and try to understand others' views. Sixth-Formers will be required to keep a Politics diary which will be discussed in class each week. This will enable them to engage in contemporary political debate, a key requirement for achieving success in this subject.

Government and Politics is a natural partner to many other A-level subjects as the skills and knowledge gained are applicable in many other areas.

Course Content

Component One: UK Politics (Political Participation and Core Political Ideas – Conservatism, Liberalism and Socialism).

Component Two: UK Government (UK Government and Optional Political Ideas – Feminism).

Component Three: Comparative Politics (Global: sovereignty and globalisation; global governance; regionalism and the European Union).

Assessment

Examining Board: Pearson. Each Unit carries 33.3 of the final A-level mark. Sixth-Formers are required to answer both short and long answer essay questions in 3 two-hour examinations. There is no coursework for A-level Government and Politics. *First teaching September 2017 – tbc.*

Career Opportunities

The study of Government and Politics provides an excellent pathway into any degree or career which requires individuals to be able to write and think analytically. Since Sixth-Formers learn to engage in synopticity, they have the skills to apply theory to contemporary debate. Government and Politics ensures that Sixth-Formers leave compulsory full-time education as global citizens – increasingly recognised as an essential quality in higher education and the workplace. Government and Politics A-level is accepted as an entry subject by the top UK universities as the skills gained provide an excellent foundation for undergraduate and postgraduate study.

History

Why study History?

History prepares pupils for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity, and helps pupils become confident and questioning individuals.

In A Level History, students are encouraged to investigate and analyse the topics through a range of sources and develop their awareness of different interpretations. By considering different interpretations, students develop an understanding of the nature of the discipline of History, and the ways in which History is produced. Students will consider why historians produce different interpretations of the same events and of the different approach historians adopt to their work.

Students are constantly encouraged to ask the question, 'What is History?' and to develop their own responses to this question. Through the study of different events in different countries at the same time, they are able to develop an understanding of the impact individuals and ideas have on society.

Course content

Linear A-level (assessed at the end of Upper 6th)

Edexcel Route F: Searching for rights and freedoms in the twentieth century.

- Unit 1: In search of the American Dream: the USA, c1917-96
- Unit 2: South Africa, 1948 – 94: from apartheid state to 'rainbow nation.'
- Unit 3: Protest, agitation and parliamentary reform in Britain, c1780 – 1928
- Unit 4: 20th Century Civil Rights in U.S.

Assessment

Paper One – Breadth study with interpretations – 2 hrs and 15 mins. Focus on causation, consequence and evaluation of historical interpretations.

Paper Two – Depth study – 1hr and 30 mins. Focus on the analysis and evaluation of contemporary source material and causation, consequence and change.

Paper Three – Themes in breadth with aspects of depth. 2hrs and 15mins. Focus on the analysis and evaluation of contemporary source material and causation, consequence and change together with essays based on the process of change.

Coursework – Independently-researched enquiry analysing and evaluating historical interpretations. The focus will be on a question or problem that has generated disagreement amongst historians.

Career Opportunities

The skills developed when studying for an A-Level in History are relevant and transferable to any future study. Techniques of research, analysis, interpretation and debate will be applicable in any future employment or education and you will develop these to a very high level. History as a subject is highly regarded and Higher Education establishments value the study of History. Many of our students have continued on to study History at top UK universities and pursued historical research through to doctorate level.

History of Art

History of Art at A-Level is ideal for anyone who has a passion for painting, sculpture and architecture, and who wants to know more about how visual culture has changed through history. The course teaches Sixth-Formers the skills to understand and appreciate Western art and architecture and how to evaluate art in relation to its historical context. It typically suits Sixth-Formers who have a talent for responding to visual evidence, and who are comfortable writing essays. A-level History of Art is valued by universities because it constitutes a unique knowledge base, and is an academically rigorous subject. It teaches skills of research and analysis, interpretation of evidence, forming intelligent judgments (both aesthetic and factual) and it interrelates with many historical, religious and philosophical topics. No artistic skill is necessary for the subject and there is no requirement to have studied Art at GCSE.

Course Content

The A Level course comprises two papers, each including two sections.

PAPER ONE

Section A: A visual analysis section featuring questions requiring interpretation of photographs of identified examples – one painting, one sculpture and one building.

Section B: A themes based paper, focusing on two subjects - '*Nature in Art*' will focus on how the natural world has played a part in shaping art and architecture, with the focus being placed on landscape painting and land art and featuring artists such as Hokusai, Turner, Monet and Richard Long. '*Identities in Art*' will examine the ways in which art and architecture have expressed identity, with portraits by such artists as Rembrandt, van Gogh and Chris Ofili being the predominant focus.

PAPER TWO

Section A: *Power and Persuasion: The Baroque in Catholic Europe (1597 – 1685)*. This paper will examine the work of Caravaggio, Bernini and Rubens as well as other artists and architects, and the upheavals in contemporary philosophy, religion and geopolitics that affected them.

Section B: *Brave New World: Modernism in Europe (1900 – 1939)*. The period between the 1900 International Exhibition in Paris and the outbreak of World War II witnessed an extraordinary explosion of ideas and styles in art and architecture. This section will examine the work of Matisse, Picasso and Le Corbusier amongst many others.

Trips and extra-curricular activities

It is essential for the subject that art is studied at first hand. As such the department takes regular trips to museums and galleries in London, and there are plans for trips in the future to New York and Rome.

Career opportunities

Sixth-Formers achieve excellent results and many have gone on to continue their study of History of Art at degree level, most recently at universities such as UCL, Leeds, Bristol and Nottingham. An A-level or degree in the subject opens up a wide career path incorporating marketing, events management, PR, journalism, curating and publishing amongst many other opportunities.

ICT

During the recent review of the exam system, the government announced that all ICT GCSEs and A-levels will be discontinued from September 2017. As a result, we are currently unable to confirm whether we can offer ICT A-level or its equivalent next year.

We are in the process of reviewing the courses available (some of which are yet to be accredited) and, as a result of the government decision, our wider ICT provision.

If you are considering studying ICT or a computing-related course, please speak to Mr Kirk-Burgess.

Latin

Course Content

This prestigious subject is on offer to Sixth-Formers who have taken Latin at GCSE or who can prove a passion to advance independently to a suitable level. Class sizes are typically very small, with obvious advantages.

Why Latin?

Latin is a highly respected subject that is ideal for Sixth-Formers who are interested in languages, literature or even the arts. Latin suits a very broad range of degree or career options including Law, History, History of Art, English, Modern Languages and Politics.

For students starting the course in September 2017, there will be four units; all will be assessed by examination in June 2019.

Units:

Latin translation paper and comprehension paper: 50% of total mark

Candidates will need to demonstrate the ability to translate from Latin into English and answer comprehension questions on an unprepared text. Students who have done GCSE Latin should find that the language requirements at A-level build naturally on their experience at GCSE.

Latin verse and prose literature papers: 50% of total mark

Those who appreciate literature should find Latin very rewarding. Candidates examine some of the finest texts ever written. For the prose literature paper, they will examine the speeches of Cicero (the model for many a lawyer today) and the historical writings of Tacitus; for the verse literature paper, they will have the opportunity to study the love poetry of Ovid, a poet so controversial he was exiled for his work, and selections from Virgil's grand epic, the Aeneid. They will demonstrate understanding of literary techniques, and have the opportunity to make a personal response to the texts.

Mathematics & Further Mathematics

Mathematics

An A-level in Mathematics develops skills in logical thinking and the ability to process information accurately. There are very few degree subjects for which A-level Mathematics would not be an acceptable entrance requirement. Mathematics also complements and assists the understanding of a number of A-level subjects such as Psychology, Geography, the Sciences, Economics and Business Studies. Students wishing to study Mathematics at A-level are expected to have achieved a grade A or A* at IGCSE or level 8 or 9 at GCSE.

Examination Structure

A-level Mathematics 2 Year Linear Course

	Paper 1	Paper 2	Paper 3
Time	2 hours	2 hours	2 hours
Marks	100	100	100

Content will include pure mathematics, mechanics and statistics.

Further Mathematics

Further Mathematics is taken in conjunction with Mathematics and is an additional qualification. It is particularly useful for those pupils who wish to pursue careers in Mathematics, the Sciences, Engineering, Computing and Finance. For some courses at some universities this may be a requirement. Students wishing to study Further Mathematics at A-level are expected to have achieved an A* grade at IGCSE or a level 9 at GCSE.

Examination Structure

A-level Further Mathematics 2 Year Linear Course

	Paper 1	Paper 2	Paper 3
Time	2 hours	2 hours	2 hours
Marks	100	100	100

Content will include pure mathematics and two from statistics, mechanics and discrete.

The regulations for Mathematics and Further Mathematics A-level are changing for September 2017 and to date all the exam specifications are in draft awaiting accreditation. A final decision as to which exam board we will use cannot be made until specifications have been published.

One Year Course Option

We are in the process of investigating 'one-year only' courses which will run in the Lower Sixth allowing girls to obtain a Mathematics qualification alongside their other A-level choices. We are awaiting accreditation of the available courses before we can confirm if this option is viable. However, if you are interested in studying Mathematics in the Lower Sixth and then obtaining a standalone qualification, please speak to Mr Kirk-Burgess or Mrs Jenkins.

Career Opportunities

Research has shown that people with a post-GCSE qualification in Mathematics are very employable. A Mathematics degree is very desirable and can lead to jobs such as engineering, computing, law, finance and communications.

Music

A-level Music is aimed at girls who have studied music at GCSE and want to develop their skills and understanding further. They should have a performance standard of at least Grade 5 at the beginning of the Lower Sixth course. Both the classical music tradition and popular music are covered by the syllabus. The course is supported by regular opportunities to perform and attend concerts.

Areas of Study:

- **Unit 1: Western Classical tradition 1650-1910 (compulsory) and a choice of two from:**
 - Pop music
 - Music for media
 - Music for theatre
 - Jazz
 - Contemporary traditional music
 - Art music since 1910

This unit is worth 40% of the marks and consists of a written examination with listening and excerpts of music.

- **Unit 2: Solo and/or ensemble performance as an instrumentalist, vocalist or production using technology.)**

A minimum of 10 minutes of performance in total is required (no more than 12 minutes). This unit is worth 35% of the marks and is externally assessed by examiners.

- **Unit 3: Composition**

This unit consists of composition to a brief and free composition. A minimum of four and a half minutes of music in total is required. The component is worth 25% of the marks and is externally marked.

We are studying the AQA specification.

Career Opportunities

Music A-level is one of the arts subjects rated highly by universities as it combines academic, practical and creative elements. Careers in music include becoming a teacher, professional musician (solo performer, orchestral player), sound engineer, recordist (eg for Sony, EMI, BBC etc.), musicologist, critic, librarian, composer, acting/ stage musicals, instrument making, music therapist and arts administrator.

Photography

A-level Photography is part of the same umbrella of qualifications as Art, Art Textiles and Graphics. It is a two-year subject for girls who are creative and have imaginative minds. The assessment objectives are worded so they can be equally interpreted across the different courses. It is recommended that girls should have already achieved a grade B in a 'creative' GCSE; however, any previous experience of presenting a creative subject is advantageous.

The course will fully cover digital photography and the moving image. There will also be an opportunity to try traditional chemical techniques using 35mm film and the darkroom facilities that we have just completed.

The course runs over the course of Lower and Upper Sixth and comprises of two final assessed units in Upper Sixth.

Course content:

Lower Sixth:

A portfolio/body of evidence.

This aims to demonstrate new skills, understanding and the development of ideas and experimentation.

While learning about techniques and the more complex issues regarding the controls on SLR cameras, students will be given a variety of photographic assignments to carry out. These will focus on different aspects of both the commercial world and artistic use of photography. Girls will work in a journal/sketchbook that acts as a basis to a comprehensive portfolio of their work.

Contextually they will produce a historic time line that will include major changes in the medium onto which they will be also expected to add examples of work by photographers they have studied. Girls will be taught basic cropping and colour balancing skills as well as advanced post production techniques including Photoshop re-touching and multiple-layered compositions.

Upper Sixth:

- Personal investigation (60%) including a written related study
- Externally set task (40%)

Girls who consider continuing to art college will be helped and advised in the creation of a portfolio suitable to their application/course, application statement, reference and interview technique.

Physical Education

Course Content

This course offers girls with a genuine interest in sport, as well as those looking to develop breadth in their options, the opportunity to study a challenging course combining both academic and practical skills. Sixth-Formers acquire a variety of academic skills as the theory content covers applied anatomy and physiology, skill acquisition, exercise physiology, biomechanics, sports psychology, the history of sport and contemporary issues such as drugs and technology.

The practical element of the course not only requires the pupils to perform or coach at a high level in one sport but also be able to apply the theory into a practical context in the coursework. The variety of practical roles leads to the development of leadership skills, as well as moral and social development.

The exam board is AQA and the course breakdown is 70% theory and 30% practical (15% coursework, 15% performance).

The theory course is split into 2 papers each worth 35%.

Each paper is split into 3 sections of equal marks containing multiple choice, short and long questions.

Paper 1 (2 hours):

- Applied anatomy and physiology
- Skill acquisition
- Sport and Society

Paper 2 (2 hours):

- Exercise physiology and biomechanics
- Sports psychology
- Sport and society and technology in sport

Career opportunities

A-level PE can be combined with complementary subjects such as Biology, Psychology, History or English, and is useful for almost any degree course. Sports related university degrees include sports science, physiotherapy, sports psychology, coaching science, sports technology, journalism, teaching leisure and recreational management. Related careers include physiotherapist, PE teacher, health advisor, nutritionist, rehabilitation instructor, sports journalist, sport and physical activity development officer and strength and conditioning coaching.

Physics

The OCR (Specification A) A-level Physics course is designed to be a natural continuation of GCSE Physics. The course is based on practical experience and Sixth-Formers will perform and observe many different experiments as well as examine applications to everyday lives and many real-world links. The course is both stimulating and challenging for any girl keen to give a gain a real understanding of the physical and technological world in which we live.

Entry requirements

The minimum entry requirement for the course is grade A at GCSE Physics or grades AA at GCSE Double Award Science. A grade A at GCSE Mathematics is also required.

Course overview

Module	Content
Module 1	Development of practical skills in physics
Module 2	Foundations in physics
Module 3	Forces and motion
Module 4	Electrons, waves and photons
Module 5	Newtonian world and astrophysics
Module 6	Particles and medical physics

The teaching of practical skills is an integral part of the course and Sixth-Formers will be required to develop their capacity to plan, implement, analyse and evaluate in preparation for the written examinations. Coursework no longer exists and has been replaced with Practical Endorsement for physics. Throughout the two-year course, Sixth-Formers' practical competence (use of particular apparatus and techniques) will be recorded and assessed internally, by staff at Kent College.

Assessment Overview

Paper	Assessment	Exam	Weighting
Paper 1	Modelling physics (<i>modules 1, 2, 3 & 5</i>)	2hr 15mins	37%
Paper 2	Exploring physics (<i>modules 1, 2, 4 & 6</i>)	2hr 15mins	37%
Paper 3	Unified physics (<i>all modules</i>)	1 hr 30mins	26%
Non-exam	Practical Endorsement for physics: Reported separately (does not count towards the A-level)		

Career Opportunities

Almost all Sixth-Formers intending to study engineering or pure sciences will require A-level Physics, as well as applied science such as materials science, geology or radiography. Those intending to study medicine will certainly find physics very useful. It is highly valued because it demonstrates an ability to be logical, to model physical processes and to be analytical and numerate.

Psychology

Psychology is an exciting and increasingly popular subject, which seeks to explain human behaviour and thought processes. A minimum of grade C in GCSE English and Mathematics indicates the necessary verbal and numerical skills required for A-level Psychology.

AQA Course Content:

Paper 1: Introductory Topics in Psychology	Content	Assessment	Questions
	<ul style="list-style-type: none"> • Social Influence • Memory • Attachment • Psychopathology 	<ul style="list-style-type: none"> • 2 hour written exam • 96 marks • 33.3% of A-level 	Four compulsory sections all requiring written answers.
Paper 2: Psychology in Context	<ul style="list-style-type: none"> • Approaches in Psychology • Biopsychology • Research Methods 	<ul style="list-style-type: none"> • 2 hour written exam • 96 marks • 33.3% of A-level 	Three compulsory sections all requiring written answers.
Paper 3: Issues and Options in Psychology Content	<ul style="list-style-type: none"> • Issues and Debates in Psychology • One from: Relationships; Gender; Cognition and Development • One from: Schizophrenia, Eating Behaviour; Stress • One from: Aggression; Forensic Psychology; Addiction 	<ul style="list-style-type: none"> • 2 hour written exam • 96 marks • 33.3% of A-level 	One compulsory section. Three sections each offering a choice of three topics. Sixth-Formers answer one question from each section.

Career Opportunities

Psychology A-level is considered a very useful subject by universities and colleges, particularly in the fields of business & economics, marketing & advertising, child care & social work, health-related courses, occupational therapy & speech therapy, sports science, law, hotel management & tourism and teaching. A degree in psychology opens careers in a vast range of areas where interpersonal relations and an understanding of human behaviour are essential or valuable, while offering Sixth-Formers the chance to develop a range of important transferable skills. The discipline has a number of branches that can be pursued and following the completion of relevant BPS recognised qualifications, can for instance lead to achieving a chartered status, as a Clinical, Counselling or Educational Psychologist.

Useful Websites include:

www.aqa.org.uk

AQA Examining Board (for details of course syllabus and assessment)

www.bps.org.uk

British Psychological Society Homepage

Religious Studies: Philosophy & Ethics

Religious Studies A-level is designed to offer an academic approach to the study of religious ethics, the philosophy of religion and the role that religion plays in the modern world.

Course Content:

- Ethical theory e.g. Aristotle, Kant and the ethics of virtue
- Religious ethics, including ethical language, the conscience, free will and determinism
- Applied ethics e.g. euthanasia and sexuality
- Ancient philosophical influences e.g. Plato and Aristotle
- Religious language and religious experiences
- Life after death
- The nature of God and the problem of evil
- Jewish law and philosophy and how this impacts on modern life
- Development in Jewish thought, focusing on secularisation, Zionism and post-Holocaust theology

Assessment and Examinations

Candidates complete essay-style questions in examinations at the end of the course and there is no coursework. The Religious Studies department is well equipped with resources to support Sixth-Formers in their learning. The course is enhanced by visiting speakers and a Religious Studies Conference. No prior knowledge of the subject is required. It is recommended that Sixth-Formers have attained a GCSE grade B in English, and a GCSE grade B or above in Religious Studies at Full or Short Course would be an advantage.

Career Opportunities

Religious Studies is an acknowledged academic discipline, which is highly respected by universities and particularly careers which are people-related. Former Religious Studies Sixth-Formers have continued their studies at top universities studying areas such as anthropology, theology, religious studies, philosophy, psychology and politics.

Textile Design

Textile designers are expected to work in a multi-disciplinary way to create ideas, concepts, materials and techniques for different applications; for example, in fashion and clothing, theatre or film production, as well as fabrics for interior applications and packaging. Textile design can also be interpreted as a personal and individual fine art discipline.

Course Content

We follow the new Pearson A-Level specification which requires students to generate and develop ideas, research and record practical and written observations, experiment with media and processes, and refine ideas in one of the following areas:

- Textiles for Interiors
- Fine Art Textiles
- Fashion Textiles.

Lower Sixth

Unit 1: Personal Investigation (internally set and assessed by the teacher)

Unit 2: Personal Investigation (internally set and assessed by the teacher)

The above tasks do not count towards the overall A-Level mark but develop the skills required for success at the end of Upper Sixth.

Upper Sixth

Unit 1: Personal Investigation (60% of total qualification)

Internally set, assessed by the teacher and externally moderated by Edexcel

Unit 2: Externally Set Assignment (40% of total qualification)

Released to students 1st January, assessed by the teacher and externally moderated by Edexcel.

Trips and Extra-Curricular Activities

Sixth-Formers are encouraged to visit galleries, trade fairs, fashion shows and local exhibitions. Films, architecture, music, literature and nature are also important influences in the design world. We welcome outside speakers from the design industry to support the Sixth-Formers' understanding. Sixth-Formers are encouraged to enter the Young Fashion Designer awards hosted at Kent College.

Career Opportunities

Textile design is both a creative and academic course and it can be combined with any other subject. It combines creative, practical and analytical skills with knowledge and understanding, which will support a range of careers and university courses. These could include fashion/textile design, fashion illustration and promotion, fashion marketing or buying, print design, pattern cutting and textile art. Recent destinations have included:

- Brighton, Fashion with Business Studies
- Central Saint Martins, Foundation Diploma in Art and Design, Fashion and Textiles
- Arts University, Bournemouth, Fashion Design
- Arts University, Bournemouth, Costume and Performance Design

A-level Options Form - 2017

Kent College students should return this form to Mr Kirk-Burgess, Deputy Head, via their form tutor **by Friday 10 February 2017**. External students who wish to be considered for entry to the Sixth Form should return this form to the Admissions Office with a Senior School application form and registration fee.

Name:

Year 11 Form* **Date of Birth:**

**Current school for external applicants*

Career Ideas:

Provisional subject choices:

1.

2.

3.

4. (optional)

These subject choices will be used to construct the timetable. The school will guarantee any combination of choices, provided they are submitted by the above date. Should your daughter subsequently choose a different combination she must inform Mr Kirk-Burgess at the earliest opportunity. Final subject choices are confirmed during the induction process in September once GCSE results are known. CEP choices will be confirmed at a later date.

Signed: **Date:**
(parent or guardian)

The School reserves the right to withdraw any course if there is insufficient demand. Please note that all public examinations and any subsequent enquiries about results (EARs) incur extra charges. These charges are levied by the examination boards and are beyond the school's control.