



King's High School



# SIXTH FORM SUBJECT CHOICES 2026

ASPIRE. **ACHIEVE**. ENJOY.

# Head Master's Welcome



King's High Sixth Form is one of the very finest in the country. The Sixth Form years are very special and should live with one through life. At King's High, we offer a truly unique experience that enables each and every student to grow, develop, and thrive. Each year, between half and two-thirds of our Sixth Form grades are at A\*-A, with the vast majority of pupils heading to their firm choice destination. In addition, we add tremendous value to outcomes and destinations through the sheer quality of teaching and learning, small class sizes, and bespoke and specialist guidance and support.

Our Futures Department is outstanding and provides incredible, bespoke guidance and support for careers, degree apprenticeships, and higher education. With an expert team, with specialist pathways for Medicine, Law, Global Universities and Oxbridge, we ensure every student achieves the very best outcomes. Whether you're heading off to Deloitte for a degree apprenticeship, to drama school or a conservatoire, or Law at Christ Church Oxford, we have the very best team to guide and support your chosen pathway.

A Levels are only a very small part of our holistic Sixth Form provision, which includes a superb Friday Afternoon Activities Programme, weekly Health Fitness and Wellbeing sessions, joint PSHEE lessons with Warwick School, a weekly programme of Friday lectures that runs throughout the year, as well as the opportunity to complete the King's High Baccalaureate. Sport, music and drama are second to none with so many opportunities both for elite performers and those wanting to try out a new activity.

Centred around themes of ambition, confidence and aspiration, our Sixth Form combines the very highest standards of girls' education with a strong co-educational focus, through life in our shared Sixth Form Centre, a beautiful space for both King's High and Warwick School Sixth Formers. The centre hosts a popular café and social space on the ground floor, a collaborative working space on the first floor, and silent study area, replete with garden terrace on the second floor.

With our shared Sixth Form Centre, our diverse boarding community, incredible trips, clubs and leadership programmes, and up to twenty new students joining each year, including for flexi and full boarding at Way House, Sixth Form at King's High is exciting, dynamic and fulfilling. If you're interested in joining us, please review our range of scholarship and bursary opportunities, and drop our Admissions team a line at [khs-admissions@warwickschools.co.uk](mailto:khs-admissions@warwickschools.co.uk) to arrange a visit.

**Dr Stephen Burley**

Head Master

**Dr Stephen Burley • Winner • Best Head of a Public School**

Tattler Schools Guide Awards 2025



# Introduction

Our Subject Choices brochure provides you with detailed information about the comprehensive range of studies on offer at King's High School. A Level study forms the backbone of the Sixth Form experience, and there is plenty of support for everyone in choosing the best selection possible to suit their skills, interests and plans. The majority of our students also take an EPQ (Extended Project Qualification) and complete their King's High Baccalaureate, unique to King's High.

This year, we are delighted to be expanding our provision with the introduction of a number of CTEC courses, offering an exciting pathway for pupils seeking a more applied style of learning. These additions contribute to the rich variety of subjects available, ensuring all learners can find a route that supports their strengths and aspirations. You can find more information, along with answers to frequently asked questions, on pages 51 to 57.

Pastorally, our provision is based around the individual, and our experienced team of Head of Sixth Form, Heads of Year and form tutors supports and champions every pupil as an individual.

As a Sixth Former here, you will be following in a distinguished tradition, and we look forward to working with you throughout your two Sixth Form years at King's High.

**Celia Tedd**

Head of Sixth Form

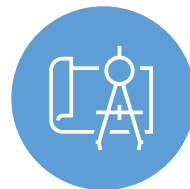


# Subject Choices

Choosing A Levels can, for some, be a daunting prospect; for others, the subjects chosen will seem very obvious and natural. Wherever you are in your decision making process, we recommend that you give careful consideration to the following factors:

- Gather as much information as you possibly can about your potential choices – this will involve the information contained in this prospectus, along with the subjects you visit at Open Evening. Speak with all the appropriate staff, as well. You should not take it for granted that a subject at GCSE will involve the same sort of course content at A Level
- Your subject choices at A Level must match any career aspirations you have – certain university courses have very specific entry requirements. Finding this information, by consulting careers staff or looking at university websites, for example, will help you significantly in the future. You can find out entrance requirements through the same university websites
- You should think about choosing those subjects which are likely to lead to your greatest chance of success and your highest grades, and which you enjoy
- If you are uncertain about your career choice, you would do well to think about which subjects will be the best at keeping your options open – think carefully about the mix of humanities, sciences and arts subjects you are choosing. A narrow choice, at this stage, may prevent you doing certain things in the future
- It is important to consider workload at A Level. Think about the nature of the subjects you want to do – how much reading will they involve outside of the classroom, will you be expected to write at length and produce detailed essays, and so on
- Remember, whatever choice you make, you need to choose subjects that you really wish to study for two years
- This year, King's is expanding its Sixth Form provision with the introduction of several Cambridge Technical (CTEC) courses, offering a more applied style of learning. These exciting additions enhance the breadth of subject choice and ensure that all students can pursue pathways that match their strengths, interests, and future ambitions

One of the major advantages of the Sixth Form is that you have the opportunity to study those subjects at which you excel and which you enjoy the most. Take your time to make the best decision for you.



# Sixth Form entry criteria

Entry into the Sixth Form from Year 11 at King's is dependent upon students achieving a strong set of GCSE grades, with usually Grade 7 in those subjects chosen for A Level. The majority of girls will have Grade 6s and above at GCSE.

Occasionally, a student may obtain one Grade 5 in a subject not related to her Sixth Form choices. This will not affect her acceptance on her A Level courses. We are also pleased to be expanding our curriculum this year with the introduction of five Cambridge Technical (CTEC) courses. These qualifications provide an exciting and valuable alternative to traditional A Levels. Find more information on pages 51-57.

Please discuss any queries with the Head of Sixth Form, Head of Key Stage 4 or the Deputy Head (Academic). For external candidates, an equivalent qualification may, be accepted if you do not study our GCSE/IGCSE subjects.

King's High is an ambitious school, with positive and inspiring values. We expect our Sixth Form students to support and promote the values of the school, demonstrating an outstanding attitude to curricular and extracurricular learning.

| Subject                        | GCSE Grade Requirement                                          |
|--------------------------------|-----------------------------------------------------------------|
| <b>Art</b>                     | 7 in Art                                                        |
| <b>Biology</b>                 | 7 in Biology, Chemistry and Maths                               |
| <b>Business</b>                | 6 in English and Maths                                          |
| <b>Chemistry</b>               | 7 in Chemistry and Mathematics                                  |
| <b>Classical Civilisation*</b> | 6 in English and History                                        |
| <b>Computer Science</b>        | 7 in Computer Science                                           |
| <b>Drama*</b>                  | 7 in Drama                                                      |
| <b>DT</b>                      | 6 in DT                                                         |
| <b>Economics</b>               | 6 in English and Maths                                          |
| <b>English Language</b>        | 6 in English Language                                           |
| <b>English Literature</b>      | 6 in English Literature                                         |
| <b>French</b>                  | 7 in French                                                     |
| <b>Further Maths</b>           | 8 in Maths                                                      |
| <b>Geography</b>               | 6 in Geography                                                  |
| <b>German*</b>                 | 7 in German                                                     |
| <b>History</b>                 | 6 in History                                                    |
| <b>Latin*</b>                  | 7 in Latin                                                      |
| <b>Maths</b>                   | 7 in Maths                                                      |
| <b>Music*</b>                  | 6 in Music                                                      |
| <b>PE</b>                      | 7 in PE and 6 in Biology                                        |
| <b>Physics</b>                 | 7 in Physics and Mathematics (8 preferred)                      |
| <b>Politics</b>                | 6 in History or RP                                              |
| <b>Psychology</b>              | 6 or above in English, Maths, Biology (or Science Double Award) |
| <b>Religious Studies</b>       | 6 in RS or another appropriate subject                          |
| <b>Sociology*</b>              | 6 in any essay subject                                          |
| <b>Spanish</b>                 | 7 in Spanish                                                    |

\*Taught with Warwick School

# Fine Art

## Specification: Pearson 9FAO

### What will I learn?

Each student is given the opportunity to develop their skills in a variety of media and to increase their knowledge and understanding of Art History. The latter encourages students to relate theoretical knowledge to their own practical work. This is important when they are researching and carrying out their Personal Investigation (Component 1).

Students will follow the Fine Art endorsement and will be encouraged to produce practical and critical/contextual work in one or more areas of study, such as drawing, painting, mixed-media, sculpture, installation, printmaking, ceramics, moving image (video, film, animation) and photography. The course will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales.

### Who should study Fine Art?

Students with an ability to work on self-imposed tasks. She should be well motivated, able to organise herself and have a genuine and active interest in Fine Art and also the history of art. A good standard of English is needed for the Personal Investigation.

### Financial commitment

Some expense is likely for visits to workshops at various art institutions. It would also be advisable for students to have good quality art materials at home for homework purposes.

### Special demands on time

Time will be needed during the summer breaks between Years 11 and Lower Sixth, and Lower Sixth and Upper Sixth for reading, visits to galleries/ exhibitions and research.

### Course details

Lower Sixth and Upper Sixth.

### Component 01: Personal investigation

This component incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose. The purpose of the Personal Investigation is to develop a portfolio of practical work and a minimum 1000 words of continuous prose that shows critical understanding in relation to the practical portfolio. This component offers teachers ample opportunities to structure programmes of study that encourage breadth and depth in the development of students' visual language.

### Component 02: Externally set task

This component incorporates two major elements: preparatory studies and the 15-hour period of sustained focus. The Externally Set Assignment represents the culmination of the GCE Qualification allowing students to draw together all the knowledge, understanding and skills developed throughout. The Externally Set Assignment consists of one broad-based thematic starting point to which students respond by developing a portfolio of practical work and final outcome(s).

### Assessment

Component 1 – 60%, Related Study. 96 marks

Component 2 – 40% externally set task. Preparatory period + 15 hours supervised time. 96 marks

### What other subjects work well with Fine Art?

Any other Arts or Humanities subjects.

### Beyond the classroom

The course directly supports progression to further and higher education in Art and Design and related subjects, as well as providing all students with a platform to inspire a lifelong interest in, and enjoyment of, Art and Design. Many students progress on to a one-year foundation course.

This is the main route to an Arts related degree. For those wishing to enter Art courses after A Level, help will be given to prepare a portfolio of work. Career related opportunities include: Teaching, Graphic Design, Architecture, Fashion, Interior Design, Furniture Design, Ceramics, Web Design, Illustration, Gallery Curator, Art Restoration and Jewellery Design.

For further information, please contact Ms Jordan at [Sa.Jordan@warwickschools.co.uk](mailto:Sa.Jordan@warwickschools.co.uk).



"Art for me was an obvious A Level choice; it has provided me with endless fun throughout the last two years. It was totally different to my other A Levels but this diversity meant that I was definitely more level headed during stressful A Levels! I would highly recommend a mixture of subject choices. I couldn't have asked for two better teachers during Art; their passion for the subject radiates throughout the department and they are one of the reasons I have chosen an art based degree, Architecture!"

Izzy, Sixth Former

# Biology

## Specification: AQA 7402

### What will I learn?

A Level Biology 7402 includes eight topics:

- Biological Molecules
- Cells
- Organisms Exchange Substances with their Environment
- Genetic Information (variation and relationships between organisms)
- Energy Transfers In and Between Organisms
- Organisms Respond to Changes in their Internal and External Environment
- Genetics, Populations, Evolution and Ecosystems
- The Control of Gene Expression.

Many of the topics covered will be familiar to you from GCSE – for example cells, enzymes, the heart and lungs and genetics; however, we will explore them in far greater detail, learning how scientific knowledge has developed, as well as learning about the experimental techniques behind important discoveries.

You will each be given access to the specification and specification checklists so that you know precisely what you need to know. There are many facts to learn and you will need to work independently to prepare for each lesson by reviewing your prior knowledge. You will be given notes which cover the main knowledge and understanding required for each specification point and then lessons will be spent discussing, modelling and expanding on these points, as well as doing practical work. You will use your textbook to reinforce the work covered in each lesson, by reading the relevant pages and doing the summary questions. You will be set homework based on past examination questions to develop your examination technique and you will be given regular tests to check your progress.

### Why should I choose Biology?

Biologists are scientists who study the natural world and all the living things in it, from the largest plants and animals down to molecules, such as DNA. They try to understand how animals and organisms work (including humans), how we evolved and the things that can make us ill or improve our health. Biologists use this knowledge to do things like try to stop the spread of disease, track down natural resources, improve public health, animal care and conservation and work out the true impacts of things, such as pollution. Biologists deal with the natural world so their jobs can take

them anywhere, from labs to zoos to ocean liners in the Arctic and fieldwork in the Amazon jungle.

Biology is a key subject for many careers, particularly in Healthcare, Medicine and jobs involving people, plants or animals including: Nursing, Dentistry, Forensic Science, Psychology, Physiotherapy, Botany, Environmental Science, Zoology, Geology, Oceanography, Pharmaceuticals, Energy, Teaching, Scientific Journalism, Genetics and Research.

### What other subjects go well with Biology?

Biology will support your study of other sciences and, in particular, there is an overlap with Chemistry, as well as subjects such as Mathematics, Psychology and Geography. As a facilitating subject, it is accepted as a qualification for the widest range of further education courses by all the most highly respected institutions. Therefore, it is an excellent choice along with any other subject – for instance, study it with a language or an essay subject such as English at A Level and you might have even more choices for your career.

### Course details

For the A Level qualification, all examinations must be taken at the end of the two year course. There is no coursework or controlled assessment. Practical questions will, however, be present on the written A Level papers. These will test your understanding of experimental design, practical skills and techniques and analysis and evaluation of experimental data, as per the GCSE courses you are currently studying.

A separate endorsement of practical skills will be offered alongside the A Level qualification. You will be required to carry out twelve required practical activities set by the examination board and your skills and competencies will be monitored by your teachers. In addition to your overall grade, you will be given a 'pass' or 'fail' for the "Practical Endorsement".

If you are considering studying Biology, please talk to any of the Biology teachers, who will be happy to discuss the subject with you. We can show you the textbooks and the sort of questions you will be asked in the examinations. If you want to look at the whole specification, it can be found at: <http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402/specification-at-a-glance>

**"Biology opens up exciting career possibilities. From conservation to cancer research, biologists are tackling important 21st century challenges, and we need skilled young people to be part of this. It is also important to remember that Biology is excellent preparation for non-scientific careers, thanks to the skills it provides – everything from analytical thinking to writing reports."**

Rachel Lambert-Forsyth, Director of Education and Training at the Society of Biology

#### How will I be assessed?

##### Paper 1

- Any content from the topics taught in Year 1, including relevant practical skills.
- A written examination of two hours, worth 35% of A Level

##### Paper 2

- Any content from the topics taught in Year 2, including relevant practical skills
- A written examination: two hours, worth 35% of A Level

##### Paper 3

- Any content from topics taught in both years, including relevant practical skills
- A written examination: two hours, worth 30% of A Level

As well as Biology specific activities, such as Biology Intermediate Olympiad (Lower Sixth) and Olympiad (Upper Sixth), Dissection Club and lectures offered at local universities, there are general science opportunities to extend your knowledge and to make you think. These include Science in Action and Journal Club (both in collaboration with Warwick School), or Café Scientifique, where you can lead or just join in. There are regular Careers talks and opportunities to talk to Old Girls who have or are studying science. Sixth Formers are asked to help with Science Workshops and we welcome any other ideas of how you would like to demonstrate your enthusiasm for Biology.

Field work is also an integral part of A Level Biology and we will go on a residential field trip in June of Lower Sixth, to Slapton Field Studies Centre, Devon. This fantastic trip will allow you to see real habitats, develop your field work skills and work with your peers in the field. The cost is expected to be around £600 per pupil, including all tuition, accommodation and food for a three night stay. The trip typically takes place mid-late June over a weekend, from Friday to Monday.

For further information, please contact Mrs Reebye at [A.Reebye@warwickschools.co.uk](mailto:A.Reebye@warwickschools.co.uk).



# Business

## Specification: Edexcel Business 9BS0

### What will I learn?

The Edexcel course is an excellent introduction to learning about the business world and is highly regarded by all universities, as it offers a solid foundation for future study. You will learn how to become a good decision maker and analytical problem solver, as well as developing essential managerial skills. For example, you will probably work with many different people in the future and so knowledge of motivational theory will help you to work well with others and help them to achieve their full potential. For those who want to start their own business, the Marketing and Finance topics will be particularly useful.

### Who should choose Business?

You will be kept up-to-date with recent developments as the business environment is fast paced and ever changing. We prefer students who study Business to have a Grade 6 in Mathematics and Grade 6 in English, and we also expect them to join the Young Enterprise Scheme run by the school. Whatever you ultimately choose to do, you will find that what you have learnt in Business will help.

### What other subjects go well with Business?

Business A Level is a good choice for all students and combines well with Science subjects, Arts, Humanities, Mathematics and Languages.

### How will I be assessed?

#### Paper 1

Themes 1 and 4

#### Paper 2

Themes 1 and 4

#### Paper 3

Synoptic paper based upon a real-world industry which is pre-released by the examinations board

Each paper is the same length and weighting with some shorter answer and one open answer question on each section of the paper.

### Theme 1: Marketing and people

Students will develop an understanding of:

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders

### Theme 2: Managing business activities

Students will develop an understanding of:

- raising finance
- financial planning
- managing finance
- resource management
- external influences

### Theme 3: Business decisions and strategy

This theme develops the concepts introduced in Theme 2.

Students will develop an understanding of:

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change

### Theme 4: Global business

This theme develops the concepts introduced in Theme 1.

Students will develop an understanding of:

- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations)

### Beyond the classroom

We ask all our students to join the Young Enterprise Scheme which is run jointly with Warwick School. There is also an opportunity each year for visits to relevant businesses.

For further information, please contact Mr Wood at [Jo.Wood@warwickschools.co.uk](mailto:Jo.Wood@warwickschools.co.uk).

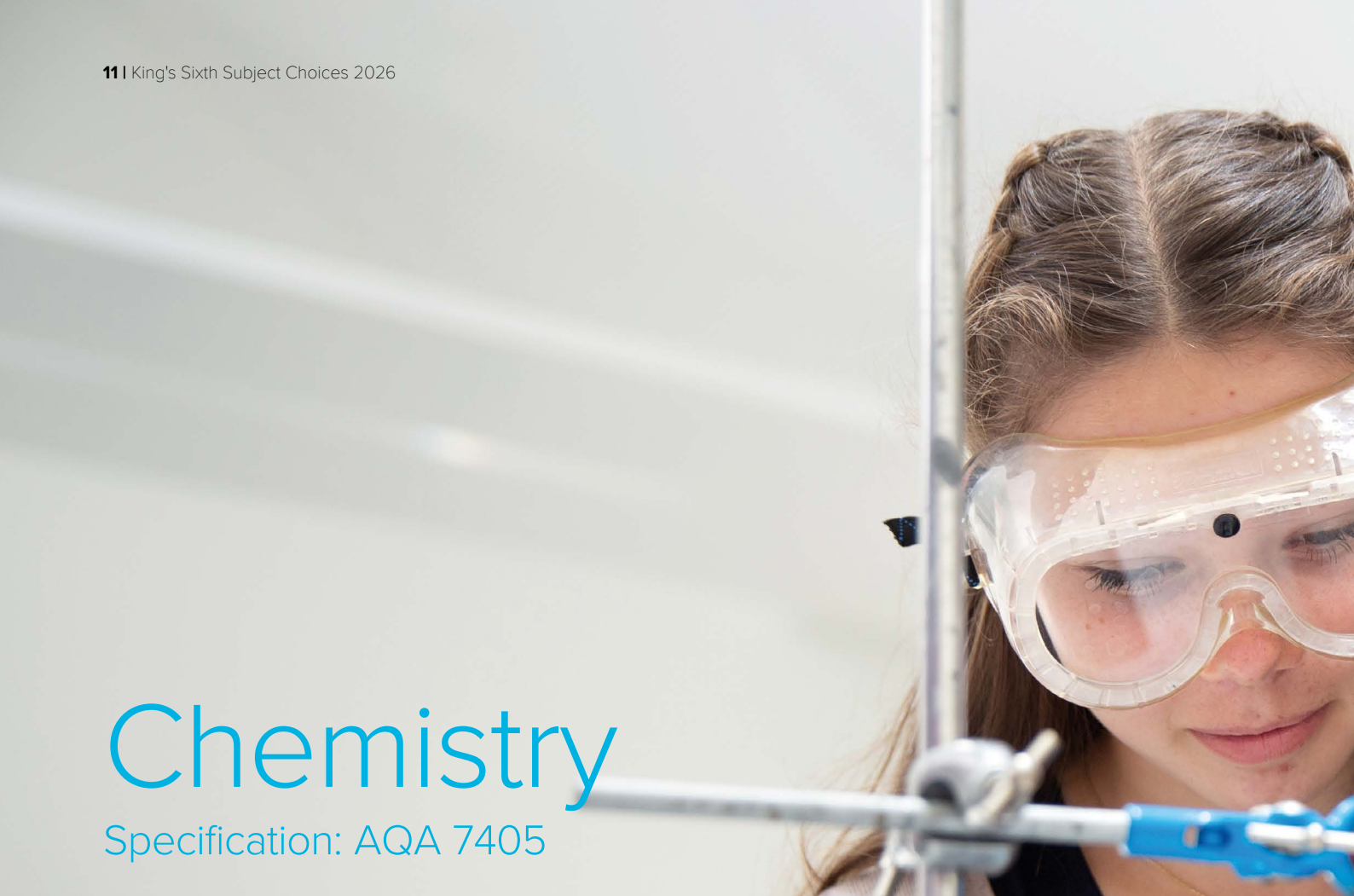
**"It's enjoyable and interesting and will be useful in later life."**

**"Goes well with my other A Levels – Geography and Maths."**

**"Friendly atmosphere in lessons and a great variety of things to learn about."**

**"Extra tutorial sessions are available – they are a great help."**

Current Sixth Formers



# Chemistry

Specification: AQA 7405

## What will I learn?

There is an aspect of Chemistry in everything we do: from launching a space shuttle to growing and cooking food, to cleaning our homes and bodies, or even keeping fit.

Chemistry is the study of matter: allowing us to understand the properties and behaviour of chemical substances, how they interact with each other and the associated energy changes. A Level Chemistry is split into the traditional three branches of Chemistry namely Physical, Inorganic and Organic. The Biochemistry unit provides a good link to A Level Biology.

## Who should choose Chemistry?

Further study of Chemistry provides a challenging and fascinating investigation of the natural world. It offers an excellent platform for a student to develop skills of investigation and analysis, to apply mathematical skills to problem-solving and to learn how to communicate ideas effectively, building confidence to apply knowledge in familiar and unfamiliar contexts. It occupies a central position among the main sciences. It is linked with Biology through Organic Chemistry and Biochemistry and with Physics through Physical Chemistry. Chemistry is fundamental to Medicine and to related sciences such as Genetics, Physiology, Physiotherapy, Environmental Health, Nutrition, Cosmetics, Nursing, Pharmacy and Forensic Science. It is important for Geological Sciences and underlies many branches of Engineering and Technology, particularly Textiles, Food, Agriculture, Plastics, Metals, Fuels and Nuclear Energy. Environmental work such as that involving Ecology, Forestry and Oceanography also benefit from a strong background in Chemistry.

## What other subjects go well with Chemistry?

Obviously Biology, Mathematics and Physics, but any facilitating subject will sit well with Chemistry. The transferable skills required in Chemistry mean that most combinations of subjects would work.

## Course details

For the A Level qualification, all the work is assessed by examination taken at the end of the two year course. Assessment is based on the following examinations at A Level:

### Three papers

**Paper 1** (Relevant Physical Chemistry topics (3.1.1 to 3.1.4, 3.1.6 to 3.1.8 and 3.1.10 to 3.1.12))

- Inorganic Chemistry Section 3.2 Relevant practical skills
- Written examination: Two hours, 105 marks
- 35% of A Level
- Questions: Short and long answer questions

**Paper 2** (Relevant Physical Chemistry topics (sections 3.1.2 to 3.1.6 and 3.1.9))

- Written examination: Two hours, 105 marks
- 35% of A Level
- Questions: Short and long answer questions

**Paper 3** (any content and any practical skills)

- Written examination: Two hours, 90 marks
- 30% of A Level
- Questions: 40 marks from questions on practical techniques and data analysis, 20 marks from question testing across the specification, 30 marks from multiple choice questions



There is no coursework or controlled assessment at A Level. Practical questions will, however, be present on A Level papers. These will test your understanding of experimental design, practical skills and techniques, and analysis and evaluation of experimental data as per the IGCSE courses you are currently studying.

A separate endorsement of practical skills will be offered alongside the A Level qualification. You will be required to carry out twelve required practical activities set by the examination board and your skills and competencies will be monitored by your teachers. In addition to your overall grade, you will be given a 'pass' or 'fail'.

#### **Beyond the classroom**

There are many opportunities for enrichment beyond the classroom: Science in Action (with Warwick School), Journal Review Club (with Warwick School), BAYS talks (with Warwick School), Café Scientifique, Talk Science, Med Soc, Cambridge Chemistry Challenge, Chemistry Olympiad, Top of the Bench – in fact, we will support you to pursue any opportunity you discover and would like to develop.

For further information, please contact Dr Mather at [O.Mather@warickschools.co.uk](mailto:O.Mather@warickschools.co.uk).

**"Studying Chemistry has been so useful, as it creates links across all three sciences, so it definitely helps you to get more out of your Physics and Biology A Levels, too. It improves problem solving skills, as well as helping us to better understand the world around us. Most importantly it's fun, and is the subject with the most exciting and rewarding experiments!"**

Sophie, Sixth Former

# Classical Civilisation

Specification: OCR H408

## Entry requirements

None – You do not have to have taken this subject at GCSE  
There is no Latin or Greek language work in this A Level

This A Level would suit candidates who:

- Are interested in any aspects of the Roman and Greek world
- Would like to learn more about the relevance of the Romans and Greeks to our own lives
- Enjoy literature – the poetry of Homer and Vergil is some of the finest you will ever read!
- Have an interest in History or Politics, or would like to learn more about the origins of drama and the theatre
- Want a seriously respected A Level subject on their UCAS forms and CVs

## Course content and examinations

There are three components. The departmental choices below are provisional to further discussion as the specifications were released very recently. They will be confirmed shortly.

**Component 1 (40%) – The World of the Hero:** you will study Homer's *Iliad* or *Odyssey*, as well as Vergil's *Aeneid*. You will develop a sophisticated level of knowledge of the epics, the way in which they were composed, and the religious, cultural and social values and beliefs of their societies. Homer was considered by the Greeks themselves to be a foundation of Greek culture, standing at the beginning of the Western literary canon. This component provides the opportunity to appreciate the lasting legacy of the Homeric world and to explore its values. The epics of Homer, with their heroes, gods and exciting narratives, have been in continuous study since their conception, and remain popular with learners and teachers today. Vergil's *Aeneid* is a landmark in Western literature. Drawing inspiration from Homer, as well as his own cultural and political context, Vergil explored what it was to be a Roman hero and created a work which has proven enduringly popular.

**Component 2 (30%) – Imperial Image:** the idea of a politician 'spinning' their public image is one which is very familiar from contemporary media; and so this exploration of a Roman politician and his successful propaganda campaign is both relevant and engaging. Augustus Caesar was, through careful management of public opinion, able to convince a society that was fundamentally anti-monarchical to turn away from its old values and accept one-man rule. Through an examination of the sources of the period, this component allows learners to examine the ways in which Augustus conveyed his personal brand to all social classes. Topics are broken-down by aspects of his public image; this will allow learners to assess the effectiveness of each strand of his self-presentation, as well as the effectiveness of his public image as a whole.

**Component 3 (30%) – Greek Religion:** religion was an essential part of Greek identity, permeating all strata of society and all aspects of an individual's life. Religion could be connected to the household, life in the city or life in the countryside; moreover politics and religion were intertwined to the extent that political decisions were sometimes made on the basis of divine intervention. Religion was also an important tool for the creation of identities, as well as of competition between Greek states. Studying the practicalities of religious ritual, and the role it played, alongside the functions and layout of famous temple complexes, will make this component tangible and help develop a sense of the central role religion played in the life of everyday people. Learners will also explore the nature of the gods and their relationship with mortals. Also included are the very different role of Mystery Cults, and the tensions caused by the rise of philosophical thinking.

## Where could this subject take you?

Classical Civilisation goes especially well as an A Level alongside English, Theatre Studies, History or Philosophy, but provides a worthy challenge to broaden one's horizons, whatever one's other choices. There are some excellent Classics courses available at all the top universities and an A Level in any classical subject is respected as an academic discipline when applying for any degree subject at all.

Good Classics graduates can end up working in pretty much anything – accountancy, marketing, teaching, law, banking and advertising to name just a few. Here are just a few examples of how jobs and careers are directly benefited by a good Classics degree.

**Art of Persuasion:** Classics hones intellectual rigour, sharp memory and the ability to assimilate large volumes of material, due to the enormous breadth of subject matter – does this sound like something which might help a lawyer?

**Insight into People:** look no further than the tragedies of ancient Greece and the scandals of imperial Rome if you are interested in the nature of people and what motivates their actions – any use for journalism?

**Perceptive Thinking:** excellent powers of perception and analysis are developed by studying Ancient History – something a business person of any kind might surely find helpful?

**Making Arguments:** the art of rhetoric begins in the ancient world, and one studies the way in which they designed arguments and structured speeches to persuade and convince – something a politician might have to do?

**Love of the Subject:** Classics is the foundation of so much of western civilisation and classicists tend to be very passionate about the value of our subject – rather important quality in a teacher?

**Language and Words:** classicists develop clear training in articulate thought and clarity of expression – surely at the top of the list of what writers need for success?

The Head of Classics at Warwick School, Mr David Stephenson, would be very happy to answer any further questions you may have. Please email him on [D.Stephenson@warwickschools.co.uk](mailto:D.Stephenson@warwickschools.co.uk).



# Computer Science

Specification: OCR H446

## What will I learn?

The A Level Computer Science specification covers a variety of real world, practical programming techniques, so that you may gain a good understanding of what makes technology work. Computing is of great importance to the economy today, as most industries require an ever-increasing number of technologically aware individuals. Therefore, this course is suitable for any student who has an interest in learning more about software development, as you will learn how to create applications that run on mobile devices and operate in a web-based environment. You will also learn how to create your own simple computer programs and extend your life skills in other areas, such as project management and working as part of a team, all of which will help your work in other subjects and in the world of work.

## Course details

The specification comprises three components:

- Computer Systems (01) a written paper worth 40% of the total A level.
- Algorithms and programming (02) a written paper worth 40% of the total A level
- Programming project (03) a non-exam assessment worth 20% of the total A level

The subject content is arranged in various sections:

### Programming Theory

This covers a variety of topics related to programming from the basic structure of data to learning how to structure suitable coded solutions. You will also understand how to check your code for errors and then how to correct them once found.

### Computer Structure

This looks at all the parts of hardware: Systems, CPU, Memory and Secondary Storage. It also includes being able to discuss future developments of hardware.

### Computer Science Terminology

This includes terminology required for the practical component such as database, web, mobile and gaming software development key phrases.

### The use of computer technology in society

This will look at being able to evaluate the effectiveness of computer programs and the impact of and issues surrounding the use of computer technology in society.

Various strategies are employed to encourage pupils to develop the capacity to think creatively, innovatively, analytically, logically and critically, and the skills to work collaboratively. A typical week of lessons will involve some theory lessons and some practical work. Homework set can be examination questions, based on the theory covered, further research or preparation for the next lesson and continuation of the practical exercises.

## Non examined assessment

Students are required to identify a problem, involving a third party user and to generate a solution using their programming skills. This is a single substantial project and worth 20% of your final A Level grade. It is expected that you will spend 20 hours in lessons and an equal amount of independent study time developing your project.

## What skills would I develop?

The specification builds on the work that you have done in both Key Stages 3 and 4. It will help prepare you for higher level studies specifically in this subject or in any other. You will develop skills in analysing where and when it is appropriate to use computer technology by studying many different systems in current use. These skills will then be applied in the practical examination and the project component by producing solutions to tasks set by the examination board.

## Previous Qualifications

- Must have grade 6, or above GCSE/IGCSE Computer Science.
- It would also be beneficial if you had grade 6, or above in GCSE/IGCSE Mathematics, due to the nature of some of the theory content.

Students seeking further information regarding this course should contact Mr Reid at [S.Reid@warwickschools.co.uk](mailto:S.Reid@warwickschools.co.uk).

## Who should choose Computer Science?

Students who choose Computer Science develop skills not just in technology, programming and computing, but also vital problem solving skills that are relevant and applicable to many other subjects. This explains why the Russell Group publication Informed Choices, lists Computer Science as a useful A Level qualification in twenty of their degree courses, from Biochemistry to Economics to Medicine. In the future, skills in computing will be the most in demand and the advantages start at A Level, not just at degree level.

**"I chose Computer Science because I wanted to learn about the different range of computer programs which were available. The coding has allowed me to develop my problem solving skills which has benefitted me in my other subjects."**

Stephanie, Sixth Former

**"Computer Science teaches you to be an independent programmer, that makes you a great problem solver, and gives you that which the modern world is looking for. After all, Computer Science is at the heart of global development; why wouldn't you study it?"**

Shubhangi, Sixth Former

**"By taking Computer Science it has opened countless doors for my future and complements a variety of subjects from the logical thinking skills to understanding the moral, ethical, legal and cultural issues surrounding Computer Science."**

Pernille, Sixth Former

# Design and Technology **Product Design (3D)**

Specification: AQA 7552

## What is Design and Technology Product Design?

This is a rigorous and practical subject and an obvious progression from GCSE Product Design. However, the most important pre-requisite is creativity and imagination and an interest in designing and making products that solve real problems.

Students acquire a broad range of subject knowledge and draw on disciplines such as Mathematics, Science, Engineering, Computing and Art. They will learn how to take informed design risks, becoming resourceful, innovative, enterprising and capable citizens.

## Course details

An essential part of the course is for students to carry out primary research by analysing existing products in the world around them and to work on their design folio outside of the classroom.

## Lower Sixth

Students will be given a number of practical design assignments to develop materials knowledge, designing skills and graphic communication ability. These assignments will not form part of the final A Level assessment, but are preparing them for the substantial design and make project in Upper Sixth.

Alongside these design and make tasks, the following theory topics will be taught through a combination of practical activities, and industrial and exhibition visits, as well as more formal classroom lessons.

1. **Core Technical Principles:** Materials; Product Design Development and Manufacture; Design Communication; Digital Design and Manufacture; Health and Safety.
2. **Core Designing and Making Principles:** Design Methods and Processes; Design theory; the impact of technology and cultural changes; Design processes; Critical analysis and evaluation.
3. **Additional specialist knowledge:** Materials and Associated Processing Systems.

## Upper Sixth

Students will undertake a substantial design and make project counting for 50% of the total marks. The assessment is divided into four sections – Exploration 25%, Designing 30%, Making 30% and Analysis and Evaluation 15%.

## Subject content

Reinforcement of the Lower Sixth subject content with the addition of commercial design elements.

1. **Core Technical Principles:** Design for Commercial Manufacture; Protecting Designs and Intellectual Property; Enterprise Marketing.
2. **Core Designing and Making Principles:** Project Management; National and International Standards.
3. **Additional specialist knowledge:** Scales of Production; Modern Manufacturing Systems.

## How will I be assessed?

This is a linear two year course which means students will sit the two written papers and submit all their non-examined assessment (previously called coursework) at the end of Upper Sixth.



### Assessments

**Paper 1.** A two hour 30 minute written examination: 30% of the A Level

- What is assessed: Core Technical Principles and Core Designing and Making Principles.
- Type of questions: Mixture of short answer, multiple choice and extended response.

**Paper 2.** A one hour 30 minute examination: 20% of the A Level

- What is assessed: Specialist Knowledge, Technical and Designing and Making Principles.
- Type of questions: Mixture of short answer, multiple choice and extended response.
- Section A: Product Analysis. Up to six short answer questions based on visual stimulus of product(s).
- Section B: Commercial manufacture. Mixture of short and extended response questions.

Non-examined assessment (NEA). A substantial design and make task. 45 hours. 50% of A Level.

**What is assessed:** Practical Application of Technical Principles, Designing and Making Principles and Specialist Knowledge.

**How it is assessed:** Design portfolio and photographic evidence of final prototype.

### Where will DT take me?

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries with this subject being an obvious requirement for the following degree courses: Industrial Design, Product Design Engineering, Automotive and Transport Design and Furniture Design.

From: Russell Group: Informed Choices website: Design and Technology A Level is also listed as being a 'useful additional qualification' for degrees in Engineering (General, Civil, Aeronautical, Electrical and Mechanical), Architecture and Materials Science. Therefore, would work very well combined with Mathematics and Physics for example.

For further information, please contact Mr Walker at [N.Walker@warwickschools.co.uk](mailto:N.Walker@warwickschools.co.uk).

**"I loved doing the individual project which allowed me to be creative and innovative and see my ideas come to life."**

**Emily, Sixth Former**

# Drama and Theatre

Specification: Edexcel 9DR0

## What will I learn?

- Acting and production skills
- Interpretation skills and critical analysis
- The ability to communicate effectively and confidently as an individual
- Group work and leadership skills
- The process of translating plays from the page to the stage
- A range of theatrical styles and genres, and a variety of practitioners

Drama at A Level is taught jointly with Warwick School. This gives our students the benefit of working with their peers from our brother school on broader theatrical projects and gives ready access to the excellent facilities at both schools.

## Who should choose Drama and Theatre A Level?

Anyone who is curious about issues and ideas and has a creative instinct for communicating their views through Drama. You may be keen on acting, directing, writing or the technical side of theatre and wish to develop your skills in some or all of these areas. Equally, you will be interested in going to the theatre to see plays performed by a range of theatre companies. Drama and Theatre Studies at A Level is a natural progression for students who already have GCSE Drama. You may have enjoyed English Language and English Literature and want to understand more about acting techniques and what makes productions effective. We require a minimum grade 7 in Drama GCSE.

It is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved in performances. The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create Drama and develop your powers of analysis to become an informed critic. The course will involve taking part in Drama productions, as well as studying plays and playwrights.

The course is taught through a mixture of both practical workshops and academic study. You will go to see many theatre productions during the course.

## What other subjects go well with Drama and Theatre?

Due to the wide-ranging skills and knowledge that Drama and Theatre incorporates, there are many subjects that complement the course, either because they support the work covered, or because they offer an interesting contrast. Some of the most popular combinations that our girls choose are:

- English Literature/Language – essay writing, critical thinking, textual analysis, linguistic appreciation
- History – contextual knowledge of plays and playwrights, essay writing, critical and analytical thinking
- Languages – linguistic appreciation, exploration of text, verbal communication
- Psychology – study of the human mind and behaviour, critical and analytical thinking

## Course details

The A Level course will cover three components

### Component 1: Devising

40% of the qualification

- Devise an original performance piece
- Use one key extract from a performance text and a theatre practitioner as a stimulus
- Performer or designer routes available

### Component 2: Text in Performance

20% of the qualification

- A group performance/design realisation of one key extract from a performance text. A monologue or duologue performance/design realisation from one key extract from a different performance text
- Use one key extract from a performance text and a theatre practitioner as a stimulus

Assessment is external by visiting examiner.

### Component 3: Theatre Makers in Practice

40% of the qualification

- Written examination: Two hours 30 minutes

## Content overview

- Live theatre evaluation – choice of 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 reimagined for a contemporary audience

#### Beyond the classroom

Our extracurricular programme is vast, with opportunities in the Sixth Form to take on leadership positions within the department. This ranges from supporting and delivering lunchtime clubs to younger girls, stage management for school productions or mentoring our GCSE girls. Every year, we collaborate with Warwick School on our senior production, performing in the Bridge House Theatre or Warwick Hall with the support of professional designers and technicians. This offers our girls the fantastic opportunity to showcase diverse work, which has recently included *Jesus Christ Superstar*, *The Great Gatsby* and *Sweeney Todd*, with both acting and technical roles proving very popular.

Trips throughout the year are numerous and we aim to explore a diverse array in the productions we take students to see. Recent theatre visits have encompassed *The Mousetrap*, *Jane Eyre*, *The Crucible*, *The Curious Incident of the Dog in the Night-time*, *The Shawshank Redemption*, and *War Horse*. There are also chances to partake in residential theatre trips which have included London, Canada and New York City. We hold a variety of workshops with professional theatre companies for our A Level students to explore their performance skills and develop their knowledge and passion for the subject. Motionhouse has a permanent residency with us, as well as working with Frantic Assembly, Highly Sprung, and Snippet Theatre in the past. We also regularly invite industry specialists to speak with our students to offer career advice and support with shaping their pathway.

Students are also able to partake in Saturday Morning Drama in conjunction with Warwick School and opt for theatrical sessions during afternoon activities such as Theatre Design Club and Improvisation.

Both at Further Education level, and in terms of future careers, vital transferable skills, such as creative problem-solving and confident leadership ability mark successful candidates; making Drama and Theatre students extremely

employable. The pathways from Drama are many, as the course complements a range of choices including English, History, Law, Languages, Psychology, Business Management and even some Sciences. Related careers could involve acting, producing, arts management, directing, writing, technical and stage management, tourism, the leisure industry and teaching. In the past few years, students have gone on to gain places at top universities and renowned, competitive drama schools such as RADA, LAMDA, Bristol Old Vic and Guildford School of Acting, in both acting and technical courses.

Should you wish to know more about Drama and Theatre at A Level, please contact Mrs Spring at [G.Spring@warickschools.co.uk](mailto:G.Spring@warickschools.co.uk).

**"Pupils' exceptional achievements cross a very wide range of academic, creative and sporting activities."**

ISI Inspection Report

# EPQ (Extended Project Qualification)



The Extended Project Qualification is designed to foster greater independence in students to both support their A Level studies and to prepare them for the transition from school to their lives beyond. It offers students the opportunity to design, manage, and execute their own research project, assessing them on both the output of their project as well as their development through the process. Balancing a focus on rigorous academic content with practical approaches and methodologies, EPQ focuses on explicitly teaching skills that underpin the academic curriculum such as resilience, organisation, time management, problem-solving, and critical thinking. Weekly taught skills sessions focus on the honing and development of such abilities, in addition to supporting the research process. Taught skills sessions are supported by one-to-one supervisions with an allocated EPQ supervisor during which students are encouraged to think outside

of the box and realise the full potential of their research proposal. Furthermore, EPQ is the only Level 3 academic qualification that offers students total autonomy of what they choose to study, giving them the opportunity to explore areas of interest beyond the scope of the curriculum, both for personal interest and to support their ambitions beyond Sixth Form. EPQ is assessed through a production log that students keep to evidence their research process, their project product, and a presentation. At King's High School, we have an excellent track record of success with EPQ and were delighted that our students achieved 92% A\*-A in the summer of 2025. The qualification offers students the opportunity to showcase both their academic endeavour and the development of their wider skills, demonstrating their full potential for life beyond school.

# Economics

## Specification: AQA Economics 7136

### What will I learn?

Economics is likely to be a very new subject to you, even though you will have seen or read a lot about it in the news and the media. A lot of the debate about leaving the EU centered on Economics.

The textbook definition of Economics says it is about allocating scarce resources among competing uses to maximise our wellbeing; in simple terms we have to make the best use of the limited resources we have to make us as happy as we can! However, this does not do justice to the scope of the subject and what it really entails.

The specification content is listed below; however, in short, if you want to know why footballers are paid so much (and why nurses appear to be paid so little) or why there was a financial crisis in 2008 or what the cost of living crisis is, then this is the subject for you.

### Who should choose Economics?

The beauty of Economics is that students who study it have to have high degrees of both numeracy and literacy. It suits those who like to debate, to know more about the events going on around them and who have an eye for critical analysis. Answers are very rarely certain in Economics, which is part of the beauty of it, alongside the fact that it is ever evolving – there is always something new to learn.

### What other subjects go well with Economics?

Most subjects fit well with Economics, although there are quite clear overlaps with Mathematics, History, Geography and Psychology. Historically, Economics students have studied A Levels across the whole subject range.

### Course details

The subject is split between micro and macro Economics

- Economic methodology
- Individual decision-making
- Prices in a competitive market
- Production, costs and revenue
- Market structures and market failures
- The labour market
- Poverty and inequality
- Government intervention in markets
- Macro-economic performance
- How the economy works
- Financial markets and monetary policy
- Fiscal and supply-side policies
- International economics

To find more detail about the specifics of the subject visit:  
<http://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136/specification-at-a-glance>

### Beyond the classroom

There are opportunities for essay competitions run by [www.tutor2u.net](http://www.tutor2u.net)

There is the opportunity to attend a conference where leading economic thinkers challenge our perceptions of the world.

For further information, please contact Mr Wood at  
**[Jo.Wood@warwickschools.co.uk](mailto:Jo.Wood@warwickschools.co.uk)**

**"For me, Economics is more than just a subject, more than just an A Level, it's current, it's real, it's about the world changing around us. Economics is the perfect combination of numbers and words, problems and essays."**

**Jemima, Sixth Former**

# English Language

## Specification: AQA 7702

### What will I learn?

A Level English is essentially the study of how language works; how we acquire language and how it is used in a wide variety of other contexts, as well as considering how the power of language can be harnessed to communicate different messages. You will be looking at all kinds of writing from advertisements through to fiction extracts and political speeches. Studying English Language at A Level, thus, really helps develop your analytical skills and your problem-solving skills.

The focus of lessons will always be analytical – helping you develop your interpretation of the unseen texts and linguistic data you are studying. However, Sixth Form lessons tend to have a more informal atmosphere, due to smaller class sizes, and the onus is very much on your response. From group work investigations to individual presentations, to whole class discussions, you will be offered a range of different activities and approaches to enhance your understanding of language use in both spoken and written modes. Inevitably, the nature of A Level study requires you to consolidate work completed in class with significant independent reading.

Therefore, you will need to be prepared to spend time reading and researching everything about the way language works from the importance of grammar to the impact of text messaging on the development of the English Language. You will be set roughly one hour and 30 minutes to two hours homework a week, per topic studied, and you usually study two topics concurrently.

In Lower Sixth, your initial preparation for the two examined A Level modules, Paper 1: Language, The Individual and Society and Paper 2: Language Diversity and Change, will involve the in-depth study of grammar, exploring the differences between spoken and written language use

through analysis of a wide variety of text types and related data, researching and investigating linguistic theories, in addition to developing your analytical writing and directed journalistic writing skills.

In Upper Sixth, Preparation for Paper 1: Language, the Individual and Society involves extending your Lower Sixth study of how society impacts upon language use in both spoken and written contexts, in addition to the study of how children acquire and develop language skills. Preparation for Paper 2: Language Diversity and Change involves broadening your Lower Sixth study of regional variations of language use, in addition to the study of how language has changed over time and related theoretical concepts. Your coursework module involves you carrying out an investigation into a particular aspect of language and researching your theory, gathering data and analysing your findings. You also need to produce a piece of original writing and an analytical commentary.

### Who should choose A Level English Language?

Anyone with an interest in finding out more about how language works. English Language is a multi-skilled course covering everything from the study of grammar, to stylistic and discourse analysis to original and editorial writing. It will enhance your spoken and written critical and analytical skills and will equip you with a full understanding of how language functions in both the spoken and written mode. It is an exciting, dynamic and diverse subject, and suits almost any A Level combination – all that is required from you is a genuine interest in learning about how to harness the power of language.

### What other subjects go well with A Level English Language?

Due to the analytical nature of the course, it is an extremely adaptable and compatible A Level subject to study. The nature of the course content means that it forms a very useful companion subject to other A Level courses like Psychology, Modern Foreign Languages and History. However, former students have studied it in combination with everything from Art to Biology to Mathematics.

### Course details

The English Language A Level course consists of two examined modules taken at the end of Upper Sixth, Paper 1: Language, the Individual and Society and Paper 2: Language Diversity and Change, in addition to one coursework module, Language in Action. Each examined module is worth 40% of your overall grade and each is assessed by a two hour and 30 minute examination. The coursework module is worth 20% of your overall grade and is assessed by a 3,500 word coursework folder consisting of two pieces.

### Beyond the classroom

An English Language student's work is never done! Whether consolidating your knowledge through wider reading, conducting individual research by recording and gathering data from 'real life' case studies or attending British Library workshops, you always take the work you are doing beyond the classroom in order to enhance your understanding of how language works, and how it is made to work, in the real world.

For further information, please contact Ms Bradbury at [R.Bradbury@warwickschools.co.uk](mailto:R.Bradbury@warwickschools.co.uk).

"I have learnt the ways of crafting language and the power of the written word. As an aspiring medic, it seems bizarre to some why English lessons have often been those I have enjoyed and from which I have gained the most. I intend to use the skills and knowledge I have been given to use language in a way that strengthens whatever path I ultimately take in life."

Felicity, Sixth Former

# English Literature

## Specification: OCR H472

### What will I learn?

English Literature A Level is split into three components that you will study across the two years of the course. Component 01 focuses on 'Drama and Poetry Pre-1900' and involves the in-depth study of a Shakespeare play (for example, *Hamlet* or *Twelfth Night*), as well as the study of an additional pre-1900 drama text (such as Webster's *The Duchess of Malfi* or Ibsen's *A Doll's House*) and pre-1900 poetry (for example, a selection of poems by Christina Rossetti or Samuel Taylor Coleridge).

Component 02 is focused on 'Comparative and Contextual Study', which will involve the detailed study of a literary tradition or genre (for example, American Literature 1880-1940 or The Gothic Tradition or Dystopian writing). You will study two set texts (for example, if investigating Gothic, you would study *Dracula* by Bram Stoker and *The Bloody Chamber* by Angela Carter) in addition to completing independent wider reading and research to support your understanding of the genre or literary movement as a whole. Component 03, Literature Post-1900, is a coursework unit and involves the study of three texts (one novel, one drama and one poetry) linked by a theme (for example the theme of Storytelling could involve exploring links between *The World's Wife* by Carol Ann Duffy, *The History Boys* by Alan Bennett and *Atonement* by Ian McEwan).

The focus of lessons will always be analytical – helping you develop your interpretation of the text you are studying.

However, Sixth Form lessons tend to have a more informal atmosphere, due to smaller class sizes, and the onus is very much on your response. From group work investigations to individual presentations, from theatre trips to role play in class, you will be offered a range of different activities and approaches to enhance your understanding of literature. Obviously, you will need to be prepared to spend time reading and researching your set texts, as well as writing essays about them. You will be set approximately one hour and 30 minutes to two hours homework a week per text and you usually study two texts simultaneously.

### Who should choose English Literature A Level?

The study of English Literature at A Level still involves reading, discussing and deconstructing set texts, just as you did at IGCSE or GCSE; however, the range of texts

studied is much broader and the level of study is much more in-depth. You will need to consider everything from an author's creation of plot, theme and characterisation, to their manipulation of genre conventions, language and structural devices to create effects and manipulate reader response, to the influence of social and historical contexts in which the text is written and set, to the ways in which the texts have been interpreted by literary and critics. If you enjoy all of the above, then English Literature A Level is the right choice for you.

### What other subjects go well with A Level English Literature?

English Literature is a multi-faceted and multi-skilled subject that is exceptionally diverse. As an essay-based subject, it makes an excellent companion subject for any subject that involves extended writing, and it is most commonly studied alongside subjects such as History, Politics, Drama and Theatre Studies, Modern Foreign Languages and Psychology. Due to its analytical nature, it is not unusual to find scientists and mathematicians in an English class, however, alongside musicians, artists and geographers.

### Course details

The new English Literature A Level course consists of three modules, two of which are examined and the third of which is coursework. Both examined modules are assessed via a two hour and thirty minute examination at the end of Upper Sixth, each of which is worth 40% of your total A Level. The coursework module is worth 20% of your A Level, and is assessed via completion of a 3,000 word coursework folder consisting of two pieces.

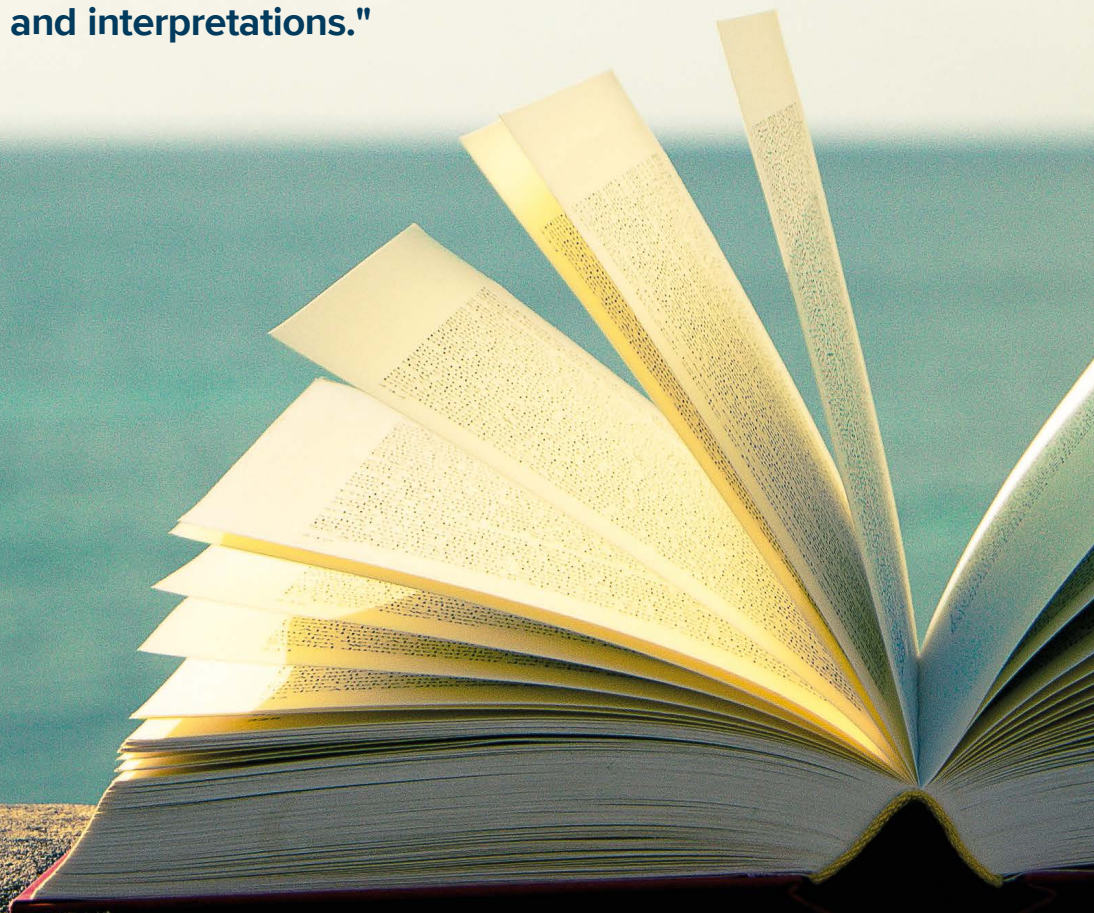
### Beyond the classroom

The beauty of studying English Literature is that it can accompany you everywhere; reading as widely as possible is absolutely the best enrichment activity you can undertake. It does not stop there, however; students in the last two years have taken part in RSC workshops on 'Hamlet' and 'The Tempest', and have actively participated in Literary Society events ranging from themed literary discussions to a gothic banquet at Byron's ancestral home.

For further information, please contact Ms Bradbury at [R.Bradbury@warickschools.co.uk](mailto:R.Bradbury@warickschools.co.uk).

"The study of English fascinates me because of its reliance on **perspective** and **interpretation**. I relish debate and discussion; therefore the challenge provided through literature's refusal to allow the reader to remain passive is immensely appealing. The study of literature does not comprise of the search for an objective truth; instead, we draw upon our **own personal experience** in order to craft personal interpretations. I greatly look forward to studying English at university, and am **excited** by the prospect of being able to **contribute my own perspectives** and interpretations."

Alice, Sixth Former



# Geography

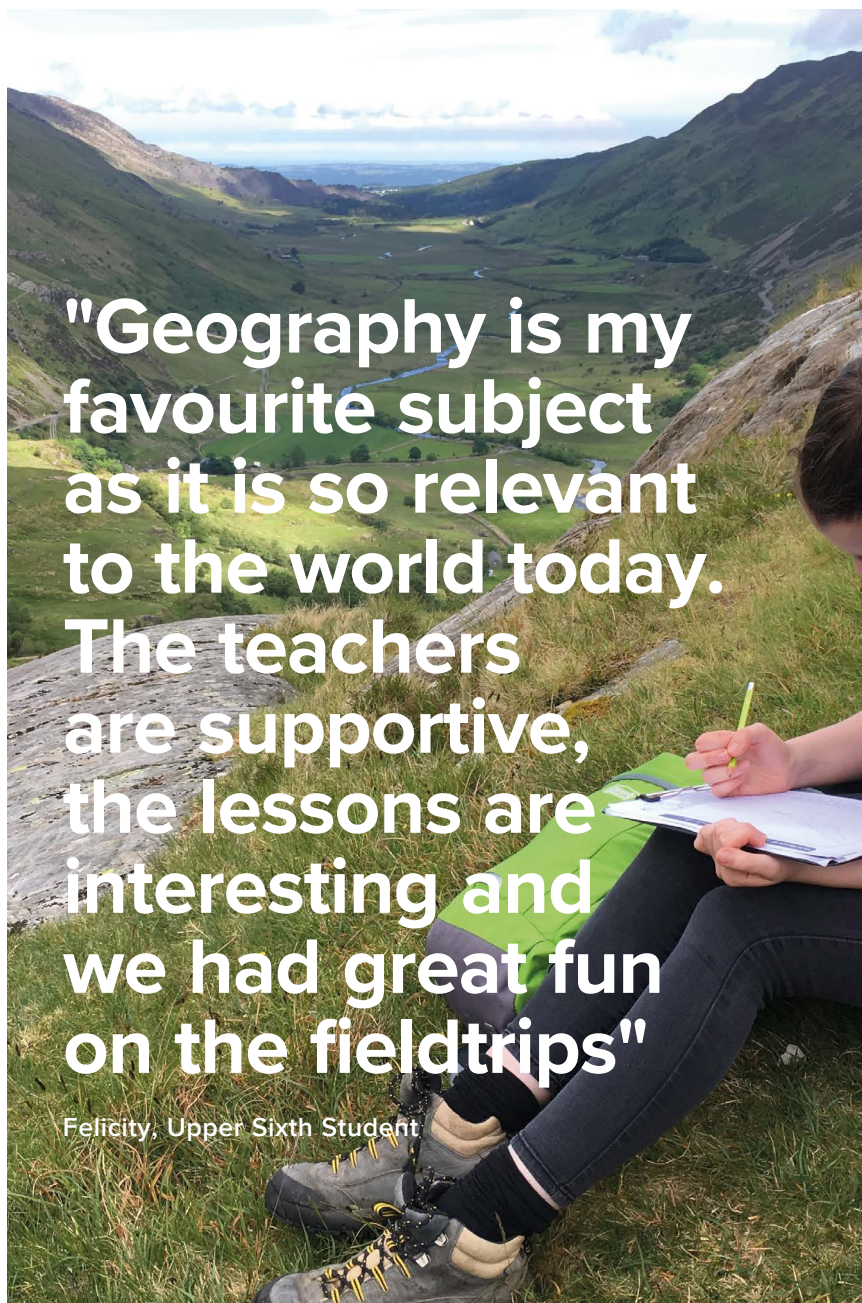
## Specification: OCR Geography H481

### What will I learn?

The Geography A Level course is designed to challenge perceptions, stimulate investigative skills and allow exploration of the interactions between human and physical processes on our planet.

Student will complete six topics over the two year course:

- 1) **Global Connections:** This module is broken up into two components: Global Migration and Human Rights. In the first of these, students study the changing patterns of global migration and the reasons for its complexities. They look at the issues that can arise from uneven flows of people through studying examples from contrasting areas of the world. The study of human rights focuses on gender equality and includes a case study on women's rights and inequality. You will then explore the global strategies for governance of human rights and the influences this has on uneven global development.
- 2) **Changing Spaces; Making Places:** This unit explores the connections between people, the economy, society and the environment to explain why places are constantly changing. You will look at how people give meaning to place and then how this can influence behaviours, attitudes and actions.
- 3) **Water and Carbon Cycles:** You will examine the way that physical processes control the cycling of water and carbon between the land, oceans and the atmosphere. This includes studying the impact of the carbon and water cycles in tropical rainforests and the Arctic tundra.
- 4) **Landscape Systems:** This will involve an in-depth study of the dynamic interactions between winds, waves, ocean currents and sediment along our coastline. You will learn the natural processes that create distinctive landforms, as well as develop an understanding of how humans use and adapt these habitats.
- 5) **Disease Dilemmas:** This unit considers the global patterns of diseases and the impact these have on economic growth. You consider the complex causes of diseases and the implications of unequal access to drugs and knowledge across the world. By studying the roles of pharmaceuticals and NGOs you will gain an understanding into the challenges of managing diseases on our increasingly globalised planet.
- 6) **Hazardous Earth:** You will study the tectonic processes that occur on our planet with a particular focus on volcanic and seismic activity. Through case studies of tectonic events you then look at the implications of living in tectonically active areas and how people manage to survive and flourish in these challenging environments.



"Geography is my favourite subject as it is so relevant to the world today. The teachers are supportive, the lessons are interesting and we had great fun on the fieldtrips"

Felicity, Upper Sixth Student



### Fieldwork

You are required to complete four days of practical fieldwork and we do this during our annual residential trip to the Cranedale Centre in North Yorkshire. The visit is currently the highlight of the A Level course for many students as the physical and human topics studied in the classroom suddenly come to life. You will be required to collect data for an independent project based on an issue or a question you have chosen. After collecting the data, you will complete your written assignment to show a critical understanding of research procedures in Geography. This will account for 20% of your final grade and it provides a fantastic opportunity to gain many marks before entering the examination hall.

Students may also opt to participate in our overseas visits; recent destinations have included Iceland, China, New York, Italy, Morocco and The Azores.

### Who should choose Geography?

Geography suits students who wish to study a subject that is relevant to their own life and experience, and those who care about issues affecting people and the environment. An interest in travel and exploring other cultures, places, landscapes and events is key, although you do not need to have travelled in order to get the most from this subject. We like to get out of the classroom and see the places we study so you will have many opportunities to complete practical fieldwork. We aim to teach inspiring, interesting and dynamic lessons and give individualised support to our pupils; so, a desire to engage with your subject teachers is key. Essentially, if you have an opinion, and want to change the world for the better, then this is the subject for you.

### What other subjects go well with Geography?

The diverse nature of our subject means that Geography goes well with a wide range of subjects. Our classes contain scientists and mathematicians, historians, artists, linguists and philosophers, and they all feel able to contribute different viewpoints to discussion.

### Beyond the classroom

As Shakespeare said 'the world's mine oyster' and an A Level in Geography will be useful for whichever career or degree you choose. This has been supported by the Russell Group of Universities who list Geography as one of their eight 'facilitating subjects'. Our students have gone on to study a wide range of degrees for example Dentistry, Medicine, Veterinary Science, Law, Politics, Languages, Environmental Management, and Hazard Management.

This is in addition to the many students who continue their geographical studies at university, and we have longstanding success of our Geography degree students getting into their top choice of university, including Oxford and Cambridge. The Guardian newspaper recently described Geography as the 'must have' A Level, due to the wealth of transferable skills you learn. These include mathematical skills, extended writing skills, analysis and data interpretation skills and decision making abilities, to name just a few. This makes geographers the second most employable university graduates.

For further information please contact Dr Kirby at [J.Kirby@warwickschools.co.uk](mailto:J.Kirby@warwickschools.co.uk), or a member of the Geography department.

**The Geography Department is one of just 33 departments in the world to be awarded as a Centre of Excellence by the Geographical Association due to the strength of teaching and fieldwork experiences.**

# History

## Specification: OCR H505, History A

### What will I learn?

#### Course details

#### Unit 1: British Period Study & Enquiry – The Later Tudors

- Enquiry focus – The Mid Tudors 1547-1558
- Depth Study Focus – The Reign of Elizabeth I

This unit examines a fascinating period of history in which the religion of England changed from Catholic to Protestant, and back again, before the Elizabethan Settlement in 1559. The impact on the people, the culture and the politics of the country is explored in depth with a specific focus on the Mid Tudor period and whether the rebellions of 1549 and 1554 reflect a growing sense of crisis in the realm. The growing authority of Parliament and central government is examined, as are the foreign policy decisions taken by each ruler. The study ends with an examination of Elizabeth's reign and whether she really was the 'greatest' Tudor.

#### Unit 2: Non-British Period Study – Democracy & Dictatorships in Germany 1918-1963

This climactic period of German history takes us from the end of the Kaiser's rule following Germany's 'defeat' in WWI through to the development of the Berlin Wall. The Weimar Republic and its impact, both culturally and economically, will be examined in-depth, as will the rise of the Nazis, their time in power and the impact of WWII. The post war division of Germany and the ideological clash between East and West will be explored, as will the wider implications of the Cold War. This unit also affords us the opportunity to visit Munich, **Nuremberg** and **Berlin** during the Easter holidays of Lower or Upper Sixth.

#### Unit 3: Thematic Study & Interpretations – From Colonialism to Independence: The British Empire 1857–1965

This is a fascinating and hugely relevant thematic study which focuses on the changing nature of the British Empire over this period. You will assess and understand the factors which encouraged and discouraged change during this period. You will study developments across the whole of the Empire, including Asia (eg India, Malaya), North Africa and the Middle East (eg Egypt, Sudan, Palestine, Iraq), East and West Africa (eg Kenya, Uganda, Tanganyika, Gold Coast, Nigeria), Southern Africa (eg North and South Rhodesia,

Nyasaland, Bechuanaland), the Caribbean, Canada and Australia/New Zealand. The focus is on the British Empire, and knowledge is not expected of other European empires; however, you will draw in knowledge of developments in other empires in so far as they impacted the British Empire.

#### Unit 4: Non-examined Assessment:

##### Topic-based Independent Essay

This unit gives you the opportunity to investigate a period of history in which they have a deep interest. It can be on any period, providing there is sufficient debate, controversy and argument surrounding it. Examples of past work include:

- Women's Rights and the Impact of the Suffragettes
- The Impact of British Rule in India
- The Causes of the Italian Renaissance
- The Causes of the Wars of the Roses
- The Impact of the Black Death in England
- The Reasons for Improvements in Prisons and also Crime Detection in the 19th Century

#### Who should choose History?

The main difference is the emphasis on independent reading, research and reporting back to your class each lesson. There is a large focus on group and individual presentations and also discussion and debates, which are in much more depth. You cannot come to an A Level History lesson unprepared, so you need to be organised from the start!

Many of the skills required for A Level History are the same as for GCSE; although, this does not preclude anyone from taking A Level History, if you have not studied GCSE. There is a lot of reading and note-taking, and you are expected to form your own arguments and support these with specific evidence. You should be prepared to have an opinion, share it, work hard and be independent in both your effort and motivation.

You should choose History if you are independent minded, enjoy debating, like to understand the world around you and its historical context and if you are thinking of going into any profession which will involve analysis of documents, people or situations. This is why History can be ideal preparation for virtually any job.

**What other subjects will go well with History?**

History also goes very well with Politics and Economics. An understanding of political and economic trends over time is also critical in developing an understanding of our current climate and how governments and politicians react and plan accordingly. How far do they take into consideration historical trends and can they (should they) learn from the past?

History is a subject that can be studied alongside any other subject, such as the broad range of transferable skills you will develop. However, History is clearly a subject that goes very well with Geography in understanding the world around us both now and in its historical context. The development of people, places and how they develop and interact with their environment is clearly crucial to both subjects.

History A Level also works well with Art, Drama and German.

**Course details**

This is a linear course. All of the examinations take place at the end of Upper Sixth.

**Unit 1 (Tudors)** will be a one hour and 30 minute examination with some sources on which to base your enquiry and a choice of essays.

**Unit 2 (Germany)** will be an hour long examination with a mixture of shorter and longer questions.

**Unit 3 (Colonialism and Independence)** will be a two hour and 30 minute examination with a choice of essay questions and two historians' views, which you will be expected to interpret and analyse.

**Unit 4** will be internally assessed, with the deadline at the end of the autumn term for assessment over Christmas. This will ensure you already have a mark for this unit on your return in January of Upper Sixth.

**Where can I find out more?**

[ocr.org.uk/alevelhistorya](http://ocr.org.uk/alevelhistorya)

Please speak to Dr Gannon, if you have any further questions about the course.

**Beyond the classroom**

Employers value History as an A Level. This is a fact. The amount of transferable skills such as analysis, evaluation, independent reading and study, presenting arguments, developing opinions and reaching conclusions; all are valuable skills in a whole range of industries. Most historians will follow a career path that utilises many of these skills.

These may well include Education, Curating in museums, Archaeology, Law, Journalism, Project Management or Architecture. The list is endless. Many former pupils have gone into charity work around the world where their historical education has made them ideally placed

to understand the context and difficulties societies or communities may face. Other former pupils have become managers in National Trust or English Heritage sites, having worked their way up, and are now running or helping to manage and conserve the nation's past. There are a vast number of options for any A Level historian to consider.

Contact Dr Gannon for further information

**B.Gannon@warwickschools.co.uk.**

**"The best thing about studying History A Level was the independent coursework we began in Lower Sixth. I loved everything we were taught, but this was my favourite unit because of the independence it afforded us. The fact that we were given a free range of topics meant we really could delve into anything that fascinated us. This also meant I was fascinated by my coursework, and so I worked really hard on it – although it would have been impossible without the help of the extremely dedicated History department and the one-to-one tuition provided. My coursework also helped me gain experience in historical research, which will be incredibly useful to all aspects of my degree. The fact I have chosen to read History proves what an enjoyable and fascinating A Level it is!"**

Alice, Sixth Former

# Latin

## Specification: OCR H443

### What will I learn?

Study of Latin at Sixth Form level allows you to gain a truly classical experience, as the course incorporates the study of both language and literary components. You will be able to seize upon an excellent opportunity to develop your linguistic skills through the study of original passages in Latin, as well as developing your literary understanding whilst you read the set texts. As you analyse the literature, you will build upon the knowledge that you gained at GCSE level and indulge yourself in in-depth exploration of the social and historical contexts of the books and will familiarise yourself superbly well with the nuances of a particular author's expression. Due to the varied and wider span of the syllabus from that of GCSE, you will find yourself engaging in deeper discussion on topics, such as Roman society's impact on literature, and enjoying the opportunities presented to you to heighten your linguistic precision; you will also have the option to refine the art of prose composition from English to Latin. The format of seminar style lessons at Sixth Form level naturally lends itself to widening your learning experience within smaller groups and with more scope for expression of ideas.

Due to the fact that the A Level Latin course aims to develop your linguistic and literary skills, as well as opening up awareness of the social context of the set books, the authors' lives and the social and historical backgrounds to the texts, you are required to tap into your capacity to think analytically with an objective stance, but also to engage in philosophical thought from a subjective point of view. Successful approaches to the language tasks demand high levels of accuracy in application and precision of thought, whereas gaining an acute insight into the literature will be channelled through your ability to appreciate the texts by virtue of your literary knowledge and empathetic nature. You will approach the course using evaluative techniques and will have excellent opportunities to fine-tune your knowledge of the grammar and vocabulary which pervade Latin and English linguistics. Indeed, Latin at A Level standard heightens powers of analysis and appreciation; skills which are invaluable for future study and professional life. The fact that the language and literature components are weighted equally gives you the benefit of having a clear overview from the outset as to how to organise your time within your Latin studies.

### Who should take Latin A Level?

If you have enjoyed your study of GCSE Latin, having the chance to take forward your Classical studies into the Sixth Form will prove to be a most rewarding academic experience. If you are aspiring to high level educational pursuits at university, it is beyond doubt that Latin gives you the edge in terms of critical thinking and empathetic appreciation techniques. The essence and the purity of Classical study throughout the Latin A Level will stand you in excellent stead, whether you are aspiring to a profession that encompasses the humanities, arts or science, albeit in research or as a people-contact career. If you wish to secure an impeccable command of the English language so that you can present yourself in the written and spoken word with perfection, then Latin A Level will furnish you with the capacity to do this. Anyone who has studied the subject at GCSE and has a genuine drive to explore the roots of literature and language will be drawn naturally towards the study of Latin at Sixth Form level.

### What other subjects go well with Latin A Level?

Latin is a discipline that complements the study of any other subject. The approach to the linguistic elements is scientific in itself and, thus, the high level analytical skills that you develop will serve you well in your study of Mathematics and other Sciences. If English Language is a subject with which you wish to continue, you will continually draw from your Latin experiences to enhance your overall academic development. Exploration of the literature will allow you to stretch your powers of thinking, as you consider your reaction to the writing and the authors' expressions; the immensely fine insight that you will gain of literary techniques that have been employed by writers, dating from Classical times throughout the ages, will be invaluable within your study of English Literature. It is widely acknowledged that Classicists are highly developed thinkers and are academically skilled across the span of logical thought to philosophical pursuits; thus Latin is an ideal subject study alongside any of the Science and Humanity subjects.

### Course details

The A Level consists of four papers testing translation skills of unseen passages (H443/01), prose composition or comprehension (H443/02), prose literature (H443/03), and verse literature (H443/04). Knowledge of vocabulary will be built up through the study of Latin passages and your understanding of the syntax and accidence will be developed through the work based upon the OCR specifications. Thus, the aim is to heighten linguistic prowess, through the exploration of grammar and vocabulary, along with English derivatives, as well as heightening literary and analytical skills through reading the set books.

### Beyond the classroom

Latin is a solid foundation for university study and for professional life. The linguistic acumen that is developed to an extremely high level is a vital asset in the world at large; command of language and the ability to analyse material are, of course, key facets of being successful in careers. The subject is a discipline that encompasses language and literature together with social and political history and, thus, heightens appreciation of the lives, emotions and aspirations of the ancient Romans and provokes comparison with aspects of modern day culture. The broad scope of investigation within the course will furnish you with essential academic life skills and an awareness of the legacy that Classics has bequeathed to the arts and philosophical thinking. '(Latin) is the key to the vocabulary and structure of (many) languages, as well as to the technical vocabulary of the sciences and to the literature of the Mediterranean civilisation', Dorothy Sayers, University of Oxford (1947). Latinists from King's High have gone on to read a wide scope of subjects at Higher Education level, ranging from Medicine and Psychology to English, Modern Foreign Languages and, of course, Classics and Linguistics; which shows that a classical education is a learning experience that certainly adds an edge to your individual profile and prepares you for a wide range of academic and career paths.

For further information, please contact Mrs Coplestone-Crow at [Ju.Coplestone-Crow@warwickschools.co.uk](mailto:Ju.Coplestone-Crow@warwickschools.co.uk), Head of Classics, and visit [ocr.org.uk](http://ocr.org.uk)

"The study of Latin heightens your appreciation of literature; Classical literature opens your mind to the technical finesse of the Roman authors. Skills of analysis are sharpened repeatedly when tackling Latin poetry and prose, and these skills are obviously transferable to other languages."

"Having a Latin background has been immensely helpful with the study of the History of Art and opens your mind to the influence that Classical art has had on artists over the past 2000 years."

Current Sixth Formers

# Mathematics

Specification: EDEXCEL 9MA0

## What will I learn?

A Level Mathematics is an interesting and challenging course which extends the methods you learned at GCSE and includes applications of Mathematics such as Statistics and Mechanics. It is fun and rewarding and will broaden your mathematical skills and promote deeper mathematical thinking.

## Who should choose Mathematics?

A good grade 7 at GCSE or IGCSE is expected for you to go on to do A Level Mathematics; however, it must be realised that of the skills required for GCSE, not all have the same importance at A Level and your present teacher will be able to advise you as to whether you have the ability to cope. Many who study Mathematics will do so because they enjoy it and want to increase their knowledge beyond GCSE or IGCSE. Mathematics is also a subject that is becoming more important in many other A Levels – it is a language used by any technical subject at higher levels.

## What other subjects go well with Mathematics?

The mathematical skills you learn in A Level Mathematics are of great benefit in other A Level subjects such as Physics, Chemistry, Biology, Computing, Geography, Psychology, Economics and Business Studies. Mathematics is also a subject that can complement almost any choice of A Levels.

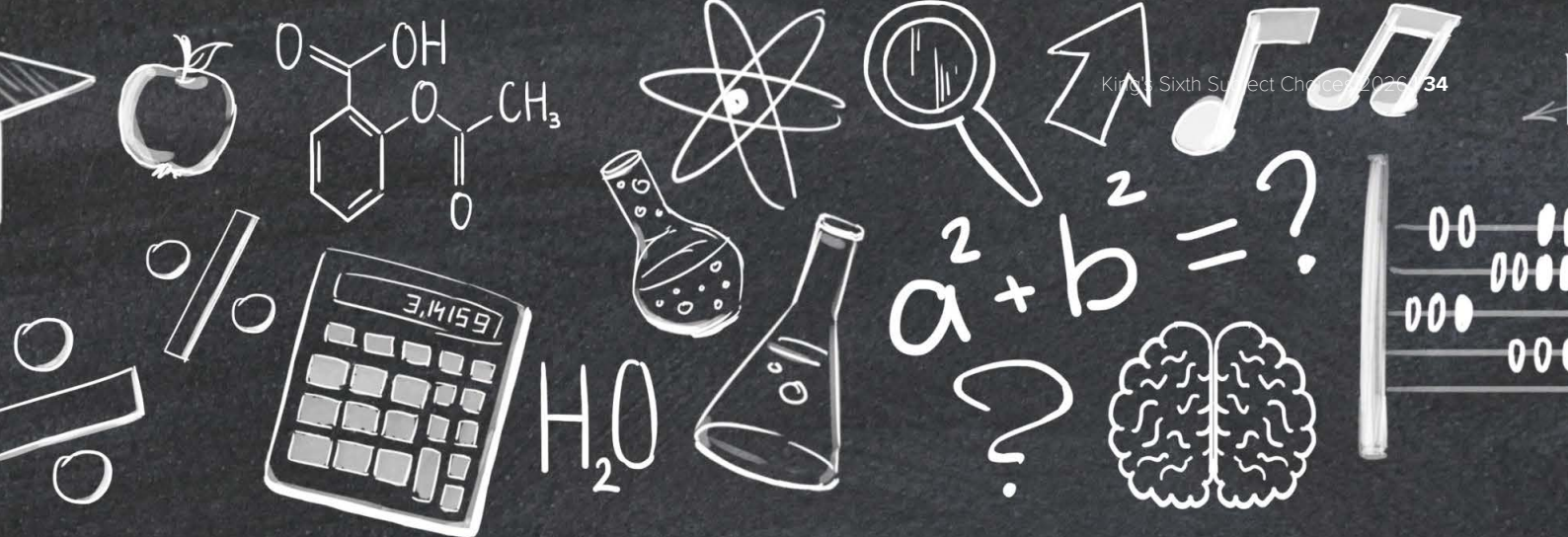
## Course details

Mathematics A Level consists of three externally examined papers. All three papers will be taken at the end of Upper Sixth. All the papers are two hours long, the first two test Pure Mathematics and the third applied Mathematics (Mechanics and Statistics). Pure Mathematics will cover the following topics:

- Proof
- Algebra and Functions
- Coordinate Geometry in the (x, y) Plane
- Sequences and Series
- Trigonometry
- Exponentials and Logarithms
- Differentiation
- Integration
- Vectors
- Numerical Methods

Applied Mathematics will cover the following topics:

- Statistical Sampling
- Data Presentation and Interpretation
- Probability
- Statistical Distributions
- Statistical Hypothesis Testing
- Quantities and Units in Mechanics
- Kinematics
- Forces and Newton's Laws
- Moments



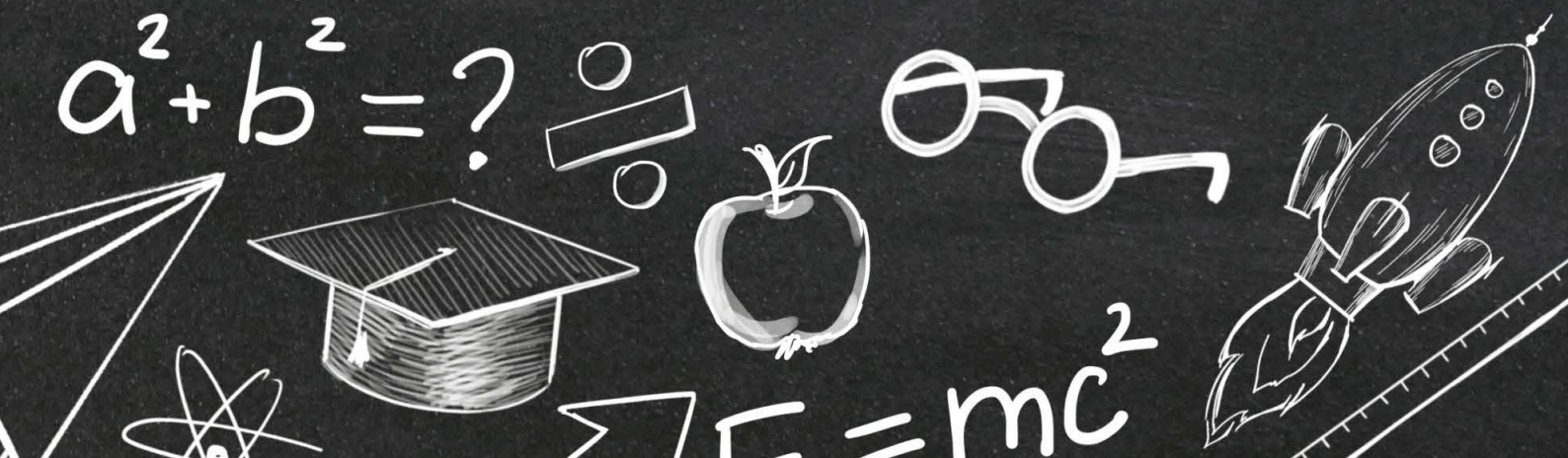
### Beyond the classroom

In the Autumn Term, we take Lower Sixth to the Mathematics Inspiration talks – an opportunity to hear some of the world's leading mathematicians speak on how they use the skills that you will be developing, should you embark on the course. There are opportunities to represent the school in the Senior Team Challenge and your help is always appreciated to help younger pupils during Maths Workshop or as a mentor. You will also be given the opportunity to perform some independent research on an area of Mathematics that interests you and possibly present your findings to your peers.

For further information, please contact Mr Wild at [A.Wild@warwickschools.co.uk](mailto:A.Wild@warwickschools.co.uk).

**"I chose to do Maths because the syllabus covers a wide range of interesting and challenging topics which have improved both my problem solving and analytical skills. Maths is a versatile A Level that works well in any combination of subjects. It has also aided my learning in my other A Level lessons, and I know that the skills I have learnt will prove beneficial to my future."**

Grace, Sixth Former



# Further Mathematics

Specification: EDEXCEL 9FM0

"Results in A Level examinations and standardised measures of progress indicate that pupils make excellent progress by the time they leave the school compared to the average for pupils of similar abilities."

ISI Inspection Report



$$\bar{x}_1 = \frac{1+3+3+6+8+9}{6} = 5$$

$$\bar{x}_2 = \frac{2+4+4+8+12}{5} = 30$$

$$\bar{x}_3 = \frac{4+7+1+6}{4} = 18$$

$$20 \rightarrow$$



$$6 \rightarrow$$

Aspire. Achieve. Enjoy.

$$\log_b b^x = x$$
$$\log_a x = \frac{\log_b x}{\log_b a}$$
$$\log_b (x^r) = r \log_b x$$
$$\log_b (xy) = \log_b x + \log_b y$$

$$\frac{a(\frac{b}{c})}{(\frac{a}{b})} = \frac{ab}{c} \cdot \frac{b}{a} = \frac{b^2}{c}$$
$$\frac{a}{(\frac{b}{c})} = \frac{ac}{b}$$
$$\frac{a}{b} + \frac{c}{d} = \frac{ad+bc}{bd}$$

$$n(B \cap C) = 22$$

$$n(B) = 68$$

$$n(C) = 84$$

$$n(B \cup C) = n(B) + n(C) - n(B \cap C)$$

$$x^2 - 4x + 5 \leq 5$$

$$x^2 - 4x \leq 0$$

$$f(x) \leq 5$$

$$\text{He} = 4.002602$$

$$\text{Na} = 22.989769$$

$$\text{Ar} = 39.948$$



### What will I learn?

Further Mathematics is an additional A Level qualification taken alongside A Level Mathematics. It is designed to stretch and challenge able mathematicians, introducing new techniques and concepts such as complex numbers and matrices.

According to the Further Mathematics network, studying Further Mathematics will:

- Develop areas of the brain untouched by other subjects
- Make standard topics seem easier
- Provide a stimulating experience, taking you beyond the standard A Level
- Probably mean you will end up being more successful

### Who should choose Further Mathematics?

Anyone deciding to study Mathematics at this level should have a real love of the subject and feel confident in their mathematical ability. If you plan to study for a degree in a Mathematics-rich subject area such as Engineering, Science, Computing, Economics or Mathematics itself, then Further Mathematics will be either essential or put you at a distinct advantage.

### What other subjects go well with Further Mathematics?

A Level Mathematics and Further Mathematics can be taken with any combination of A Levels. The extra Mathematics has been shown to boost students' A Level Mathematics grades.

### Course details

You will finish your Mathematics A Level by the end of Lower Sixth. (For details on the content of this course, please refer to the Mathematics section of this prospectus). In Upper Sixth, you will be prepared for two papers in Pure Mathematics and (most likely) one paper in Further Mechanics and one in Further Statistics.

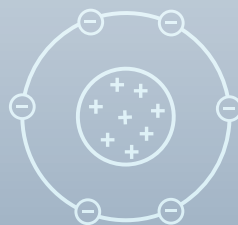
The following topics of Pure Mathematics will be covered:

- Proof
- Complex numbers
- Matrices
- Further algebra and functions
- Further calculus
- Further vectors
- Polar coordinates
- Hyperbolic functions
- Differential equations

### Beyond the classroom

In the Autumn Term, we take Lower Sixth to the Mathematics Inspiration talks – an opportunity to hear some of the world's leading mathematicians speak on how they use the skills that you will be developing should you embark on the course. There are opportunities to represent the school in the Senior Team Challenge and your help is always appreciated to help younger pupils during Maths Workshop or as a mentor. You will also be given the opportunity to perform some independent research on an area of Mathematics that interests you and possibly present your findings to your peers.

For further information, please contact Mr Wild at [A.Wild@warickschools.co.uk](mailto:A.Wild@warickschools.co.uk).



$$-a = i \quad a, a \geq 0$$

$$(a+bi)+(c+di) = a+c+(b+d)i$$

$$(a+bi)-(c+di) = a-c+(b-d)i$$

$$(a+bi)(c+di) = ac-bd+(ad+bc)i$$

$$(a+bi)(a-bi) = a^2+b^2$$

$$|a+bi| = \sqrt{a^2+b^2}$$

$$z_1 = a \begin{vmatrix} D_1 & B_1 \\ D_2 & B_2 \end{vmatrix} - b \begin{vmatrix} D_1 & A_1 \\ D_2 & A_2 \end{vmatrix}$$

# Modern Foreign Language

## French, German, Spanish

Specification: French AQA 7652, German AQA 7662, Spanish AQA 7663

### What will I learn?

An A Level in a language makes you a truly global citizen and your increased degree of fluency will be highly rewarding. You will be expected to express yourself in the target language during lessons and to dedicate a significant amount of time out of school for independent learning. This level of independent study will be highly useful in your future life and as you look towards study beyond school. You will understand the importance of spending some time in the target language country during the course; for example, work experience or cultural visits. You will read widely in the language and develop a thorough understanding of the culture and current events.

### Who should choose French/German/Spanish?

This course has been designed for anyone who has enjoyed studying a language at iGCSE. The course will inspire, motivate and challenge you to think of the deeper issues in the society of the language you are studying, and many of the skills that you will develop are transferable. For example, the independent research project is an excellent way of developing your critical thinking skills, and you will learn to make confident presentations in the target language. The topics studied will broaden your horizons and knowledge.

Having a language at A Level will certainly set you apart when making university applications and is looked upon favourably in job interviews.

### What other subjects go well with Modern Foreign Languages?

- Humanities
- Science
- Psychology
- Music
- Philosophy and Theology
- Business Studies

### Course details

During the course, you will develop your linguistic skills alongside your understanding of the culture and society of countries where the target language is spoken. You will study a range of topics dealing with contemporary issues, in addition to learning grammatical structures and acquiring translation skills. Through the study of these topics, you

will develop your reading, writing, listening and oral competence.

A Level topics slightly differ depending on which language you study. Examples of topics include:

- Current trends in the country of study (for example: *The Changing Nature of Family/The 'Cyber' Society/Youth Culture*)
- Current issues in the country of study (for example: *Positive Features of a Diverse Society/How Criminals are Treated*)
- Artistic Culture in the country of study (for example: *Music/Cinema/Cultural Heritage*)
- Aspects of Political Life in the Country of Study (for example: *Politics and Immigration/The Right to Vote/Politics and Youth*)

You will study either one text and one film or two texts from a prescribed list by the examination board over the two year period.

You will also undertake an individual research project on a subject of your choice, the discussion of which will constitute a large part of your oral examination.

### How will I be assessed?

There is no coursework in the A Level course and all modules are externally assessed. Students will sit three papers. Paper 1 comprises of Listening, Reading and Writing. Paper 2 is a Writing Paper based on either two literary texts or a literary text and a film. Paper 3 is a Speaking assessment which includes a presentation of an individual research project.

### Beyond the classroom

In an increasingly globalised world, knowledge of a language opens many doors and presents many opportunities. Our clubs, external competitions and trips alongside your studies will prepare you for a career in an international setting in fields as diverse as business, commerce, science or law.

For further information please contact Mrs Ellis (French or German) at [S.Ellis@warwickschools.co.uk](mailto:S.Ellis@warwickschools.co.uk) and Mrs Montiel (Spanish) at [E.Montiel@warwickschools.co.uk](mailto:E.Montiel@warwickschools.co.uk).

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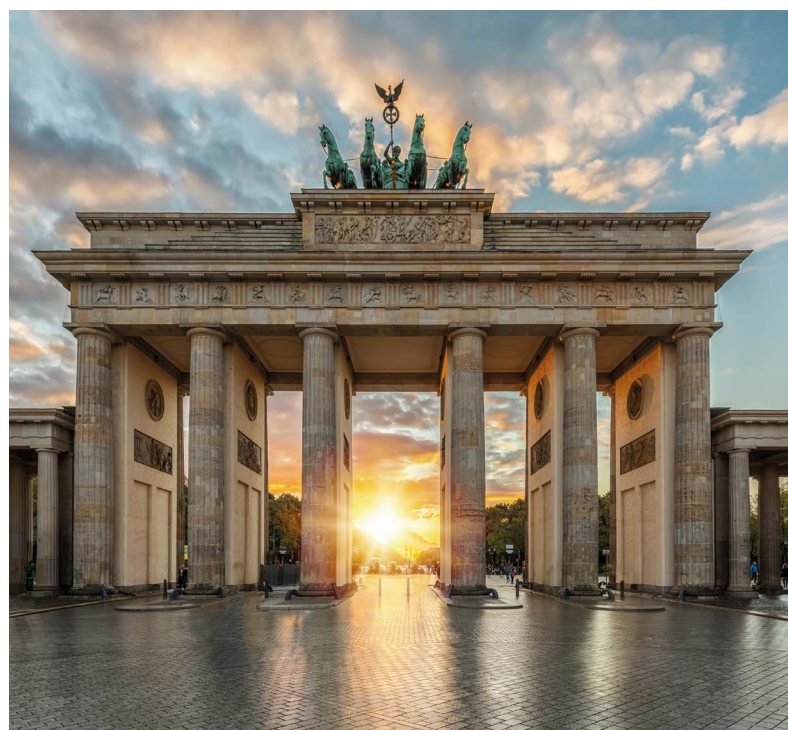


"An MFL A Level is so much more than it appears: **with literature, cultural and political topics, current events and complex issues, it is a uniquely wide-ranging and diverse subject to study.**"

"As well as a language course, it is equally a course in communication, cultural exchange and big ideas, **and it opens up a world which, without languages, is inaccessible** – a world of films, places, books, music and ideas from another country."

"Having a second language is so valuable in all jobs and university applications, and allows you **to develop skills in confidence, communication.** If you are considering continuing to study a language at A Level **I could not recommend it enough** - it is a very valuable qualification and the MFL department make every lesson fun!"

Current Sixth Formers



# Music

## Specification: EDEXCEL 9MU0

### What will I learn?

- How to develop and demonstrate musicianship skills through performing, composing and appraising
- How to plan and perform a programme of music
- How to compose either freely or to a set brief through a greater understanding of harmony
- How to demonstrate knowledge and understanding of musical elements, musical contexts and musical language
- How to analyse and research a wide range of music from western and non-western classical and popular traditions

### Who should choose A Level Music?

The syllabus is aimed at students who have a genuine interest in and love for all styles of music, with a desire to perform and compose music of their choice.

### Important questions when considering Music

- Do I play an instrument to at least Grade 5 standard?
- Do I participate in practical group activities ie choirs, orchestras, other ensembles?
- Do I read music fluently?

### What other subjects go well with Music?

Music goes equally well with Arts and Sciences. This is not a course exclusively for the specialist; if music is your hobby, this subject will prove interesting and a rewarding skill for life.

### Course details

There are three units at A Level which will be completed across the two years.

#### Performing – 30%

Students perform a recital with a minimum duration of eight minutes as a soloist and/or part of an ensemble in any musical style, with performances at Grades 7 and 8 level gaining additional credit. Pupils perform practice recitals throughout the course, leading to final recorded performances in March and April of Upper Sixth.

#### Composing – 30%

Students submit two compositions. The first is to a free or free-choice brief (with a minimum duration of four minutes). The second comprises two chorale harmonisations (two minutes in total). For each, students submit a notated score and audio file, created using music software or performed and recorded live.

#### Listening and Appraising – 40%

- Thirteen set works are studied from six Areas of Study. Students identify the musical features of each piece through listening and analysis of a notated score, placing the music in its historical and cultural context through comparison with other familiar and unfamiliar music.
- A two-hour written examination at the end of the course requires students to respond to four 'short-answer' and two 'long-answer' (essay) questions, referring to excerpts (including audio files and notated scores) of the music they have studied.

#### Financial Commitment

Students will be required to purchase the Edexcel Anthology of Music for their study of the set pieces. Some expense is likely for attending concerts and other events.

#### Beyond the Classroom

Alongside an extensive programme of extra-curricular activities, this course enables students to develop their musicianship skills to a very high level, thereby enhancing their enjoyment and understanding of music. The course also provides an excellent platform for further study either at university or conservatoire. Support is given with selecting the most appropriate college for further study as well as assistance with the application process and interview preparation.

For further information please contact Mr Albrighton at [Ad.Albrighton@warwickschools.co.uk](mailto:Ad.Albrighton@warwickschools.co.uk) or Mr O'Malley at [M.OMalley@warwickschools.co.uk](mailto:M.OMalley@warwickschools.co.uk).

A young woman with brown hair and glasses is smiling while playing a violin. She is wearing a white long-sleeved shirt. The background is blurred, showing other people and a warm, indoor setting.

"A Level music at King's has enabled me to grow and develop into a more rounded musician. Surrounded by inspiring teachers and fantastic facilities, it is no surprise that I have decided to study Music further after A Levels. As a keen musician, studying music in Sixth Form has opened up many opportunities wider than the course, from trips to the opera and group compositions to performing in orchestras and ensembles competing in national competitions. This has given me immense support in my studies and helped me develop my all-round musicianship."

Current A Level Music Student

# Physical Education

Specification: OCR H555

## What will I learn?

### Physiological Factors Affecting Performance:

#### 30% of grade

- Skeletal and Muscular Systems
- Cardiovascular and Respiratory Systems
- Energy for Exercise
- Environmental Effects on Body Systems
- Exercise Physiology
- Diet and Nutrition
- Preparation and Training Methods
- Injury Prevention and Rehabilitation of Injury
- Biomechanics

### Psychological Factors affecting Performance:

#### 20% of grade

- Skill Acquisition eg, the *Theories of Learning, the Stages of Learning, Memory and Feedback*.
- Sports Psychology eg *Personality, Attitudes, Group Dynamics and Aggression*.

Through the study of this component, candidates will gain a deeper understanding of the underlying psychological factors that influence our performance in physical activity and sport. They will learn how to apply the theories to practical examples.

### Socio-cultural Issues in Physical Activity and Sport:

#### 20% of grade

- Sport and Society
- Contemporary Issues in Physical Activity and Sport

This includes the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain. The impact of the modern Olympic Games will be understood, as well as the impact on society of hosting global sporting events.

The ever-evolving modern technology and its influence on sport performers and spectators will be understood, and practical examples will be used by candidates to show the effect of modern technology.

### Performance in Physical Education:

#### 30% of grade; Practical Assessment

- The performance or coaching of one chosen practical activity
- The evaluation and analysis of performance for improvement

### Practical coursework

Due to the diverse range of practical activities which the girls choose, it is impossible to enable the girls to study these in curriculum time. Students are, therefore, encouraged to choose the subject if they are already interested in sport and proficient in at least one. They are then expected to pursue their sport in clubs, out of school or during extracurricular activities, in order to maximise their potential.

**"By studying PE at A Level, it has allowed me to make more sense of sporting situations, especially on the hockey pitch. It also gives you the opportunity to follow your passion for sport."**

Sixth Former

### Who should choose Physical Education?

Pupils choose it because they have an interest in and passion for the subject. It would suit anyone who wants to develop further their understanding of the human body and mind and how they work, as well as those who wish to discuss and debate many controversial and very topical issues which surround sport.

The course lends itself to many Science-based degrees, Medical degrees, Diet and Nutrition, and Vocational degrees which involve the study of people. Many of our students go on to study related courses, such as Sport and Exercise science courses at Bath, Birmingham, and Loughborough. Other students have gone on to study related areas such as: Occupational Therapy, Biological Sciences, Primary and Secondary Teaching, Physiotherapy, Psychology, Veterinary Science, Medicine, Marketing/PR and Business Management.

### What other subjects go well with Physical Education?

Physical Education will support your study of other Sciences, Natural Sciences, the Humanities, especially Geography, and Business Studies. There is a small degree of overlap with Psychology. This subject has a scientific bias, although we also study some sociological, philosophical and historical aspects of PE and sport.

### Course details

#### This course will allow you to...

Open up the world of sport – encourage students to immerse themselves in the world of sports and PE with the chance to perform or coach a sport (through the non-examined assessment component), and delve into the how and why of physical activity and sport.

Understand why we do things – you will learn the reasons why we do things, why some people outperform others – mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having on physical activity and sport.

Provide an excellent platform – students receive a well-rounded and full introduction to the world of PE, sport and sports science. This complete grounding in the subject provides a fantastic base from which to build when they move on to Higher Education, employment or further training. Develop skills for a modern world – students can develop a range of practical skills, including communication using appropriate language, dealing with pressure, split second decision-making, analysing and evaluating performance, and more.

### Beyond the classroom

It is important for the girls to attend extracurricular clubs in the activities they wish to enter as their practical performance. This ensures better performance, but also a greater knowledge and understanding of the sport; this can be done in or out of school, but must be a regular commitment.

Any extracurricular coaching/umpiring will increase understanding and confidence in applying knowledge, discussing and analysing performance; this can be younger girls in lessons and clubs at school or outside of school.

For further information, please contact Mrs Parkinson-Mills at [S.Parkinson-Mills@warwickschools.co.uk](mailto:S.Parkinson-Mills@warwickschools.co.uk).

**"Taking Physical Education at A Level has deepened my interest in sport and biology even more. PE complements all other subjects and is a well rounded qualification, which has led me to continue my studies in human anatomy and physiology by applying for Physiotherapy at university."**

# Physics

Specification: AQA 7408

## What will I learn?

Physics is the study of matter and energy, encompassing the whole of the Universe and including the smallest particles to the largest galaxies. Physicists ask the fundamental questions of what is happening, why is it happening and how can it be explained? In doing so, physicists develop many transferrable skills: problem analysis, problem solving, logic, numeracy, team work and the ability to communicate effectively.

The course covers both modern and traditional Physics, developing practical skills and the ability to analyse experimental errors. Modern Physics covers topics such as Fundamental Particles, Photon Emission, The Photoelectric Effect and Wave-particle Duality. More traditional Physics topics from GCSE are developed as well: Circuits, Waves, Mechanics, Thermal Physics, Fields, Nuclear Physics and Astrophysics.

Physics, by the nature of its content and skills base, offers exciting and stimulating learning opportunities. Physicists go on to a wide range of courses at university (sciences, engineering, mathematics, law, medicine, accountancy, computer science, etc) and, ultimately, into many different career paths and professions (research and development, engineering, finance, computing, medicine, technology, telecommunications, meteorology, teaching and lecturing).

## Why should I choose Physics?

You should choose Physics if you have an interest in understanding how the world around you works and want explanations for how all of these different parts link together. Physics is a subject that promotes inquisitiveness, develops understanding and builds the skills to be able to apply concepts to explain observations. Physicists gain many transferable skills that enable them to move into many different careers.

Students in this subject are well supported. At the start of the course, you will be given a copy of the specification and the checklists, as you will have at GCSE Level, so that you are fully aware of what you need to know and be able to do. In lessons, you will be given notes, discuss relevant points, complete worked examples, perform calculations and carry out experimental activities. Your online textbook allow you to reinforce knowledge and understanding,

as well as providing questions. Homework will include a variety of tasks based on summary questions, past examination questions, research and review. The classwork and homework tasks you will complete will give you the chance to develop both your team working and independent working skills. You will be given regular assessments to enable you to monitor your progress through the course.

## What other subjects go well with Physics?

Students taking Physics at A Level opt for many other choices, some based in the Sciences and mathematical areas of the curriculum, but others in the Humanities and Arts. Although Mathematics and Physics do complement each other, it is possible to gain the highest grades in Physics without studying Mathematics in the Sixth Form.

The study of Physics involves questioning, reasoning, contribution and experimentation. If you enjoy a challenge, problem solving and understanding how things work, then Physics is the subject for you.

## Course details

During Lower Sixth, the first year of the course, students will be taught:

- **Measurements and their errors:** experimental practice, the treatment of results and errors
- **Particles and Radiation:** atoms, nuclei, particles, quarks and leptons, photoelectric effect, photon emission and wave-particle duality
- **Waves:** types of waves, stationary waves, refraction, diffraction and interference
- **Mechanics and Materials:** moments, motion in a line, projectiles, momentum, density, stress, strain and the Young Modulus
- **Electricity:** current-voltage characteristics, circuits, resistivity, the potential divider, electromotive force and internal resistance

During Upper Sixth, in the second year of the course, students will be taught:

- Further mechanics and thermal physics
- Fields including gravitational, electric and magnetic
- Nuclear physics
- Astrophysics

For the A Level qualification, all of the assessments are taken at the end of the two year course and are based on the following examinations:

**Paper 1:** Two hours – 85 marks – 60 marks of short and long answer questions, 25 marks on multiple choice questions on Lower Sixth topics and periodic motion (Upper Sixth)

**Paper 2:** Two hours – 85 marks – 60 marks of short and long answer questions, 25 marks on multiple choice questions on Upper Sixth topics, assumed knowledge of Lower Sixth content

**Paper 3:** Two hours – 80 marks – 45 marks on practical experiments and data analysis, 35 marks of short and long answer questions on Astrophysics

There is no coursework or controlled assessment at A Level. Practical questions will be present on the papers and will test your understanding of experimental design, practical skills, techniques, analysis and evaluation of experimental data, as per the IGCSE courses you are currently studying.

A separate endorsement of practical skills will be offered alongside the A Level qualification. You will need to carry out twelve required practical activities set by the examination board and your skills and competencies will be monitored by your teachers. In addition to your overall A Level grade, you will be given a 'pass' or 'fail'.

#### Beyond the classroom

There are many opportunities for enrichment beyond the classroom: Science in Action (with Warwick School), Journal Review Club (with Warwick School) and Café Scientifique. There are many external courses on offer such as Headstart courses. Smallpeice Trust courses, the Cambridge Physics Summer Camp, Physics in Perspective courses, the Olympiad, competitions, Isaac Science, careers lectures and many more – in fact, we will support you to pursue any opportunity you can find. There is also the chance to support younger members of the school with Science Workshops (KS3 and KS4),

For further information, please contact Mrs Scott at [J.Scott@warwickschools.co.uk](mailto:J.Scott@warwickschools.co.uk).

**"Physics A Level allows you to improve your problem solving and analytical skills whilst studying an interesting and stimulating subject."**

Sixth Former

**"Physics is challenging, but rewarding. I have found the topics we study interesting, and I feel Physics has helped me to improve other skills, such as Mathematics."**

Sixth Former

**"Pupils' high level of achievement is in response to challenge in the breadth of the curriculum, the excellence of the teaching, the high quality resources available and by the opportunities offered by co-curricular and other activities."**

ISI Inspection Report

# Politics

Specification: AQA A-Level: 7152

"There is always another article to read, or another discussion to be had and sharing ideas with my teachers and fellow students is invaluable."

"I remember feeling a sense of satisfaction after my first week, especially and realising I'd made the right choice. That the subjects I'd chosen were

Current Sixth Formers

## What will I learn?

We do not always like politicians and the things that governments do; however, the business of politics touches every aspect of our lives. We may criticise governments for some of their policies; however, was de Tocqueville correct when he said '*in a democracy, the people get the government they deserve*'? Government and Politics is the study of the people in power, how they get there, and how they make decisions.

During your first year you will study UK Politics and Ideologies. You will study three main themes in **British Politics, Governing Modern Britain and Political Ideology – asking questions such as:**

- What is democracy?
- Why do people vote?
- What is the role of the media in elections?

**Governing Modern Britain – asking questions such as:**

- What does the PM do throughout the day?
- Has Parliament got any power?
- Where have the Spin Doctors gone?

**Political Ideology, asking questions about:**

- Conservatism
- Socialism
- Liberalism
- Anarchism

**During your second year, you will study two main themes in US Politics: The Politics of the USA – asking questions such as:**

- Was the 2016 Presidential Election significant?
- Is a \$1 billion election campaign value for money?
- Is broadcast news too influential?

The Government of the USA – asking questions such as:

- What power does the President actually have?
- Does the Supreme Court interpret or make the law?
- Does the composition of Congress reflect the diversity of American society?

## How is it different from GCSE?

A Level Politics is different from many GCSE subjects, due to the need to keep up-to-date with current affairs. The course is designed to:



and being able to talk about

given I'd chosen two new subjects I've never studied before, in fact the subjects for me – that was memorable."

- Develop your Critical Thinking skills
- Encourage analysis of the changing dynamics of modern politics
- Inspire the ability to interpret, evaluate and comment on the contemporary political system
- Provide a qualification in a subject highly regarded by those involved in Higher Education

#### How will I learn?

You will have up to three and a half hours contact time with staff per week. Lessons will be in small groups and involve a mixture of discussion, group and paired activities. It is expected that you will participate in lessons fully and share your insights and questions with all of us. Together with a sense of humour, thoughtful, substantiated opinions are very welcome.

You will be expected to read the broadsheet newspapers and watch the news on a daily basis. You will have on-line access to a student-designed politics magazine, as well as library resources, DVDs and a variety of text books.

You will be given short answer questions to do before each lesson and be expected to keep a journal of current events as an evidence portfolio. You will also have timed

assessments and past papers in class, so that you can develop appropriate examination skills.

#### How will I be assessed?

As with all subjects, Government and Politics is hard work; however, by applying yourself consistently throughout the course, you can achieve great things. Weekly assessments will be in the form of informal team quizzes.

Examination questions will be set to time at frequent points during the specification:

- At the end of your second year, you will sit three two hour examinations
- Each examination paper contributes one third towards your final A Level grade

#### Where will I find out more?

Further information on the contents of the course can be obtained from the AQA website and members of the Politics Department are always happy to answer questions.

<https://www.aqa.org.uk/subjects/government-and-politics/as-and-a-level/politics-7152>

Head of Department:

Dr Gannon, [B.Gannon@warwickschools.co.uk](mailto:B.Gannon@warwickschools.co.uk).

# Psychology

## Specification: AQA 7182

### What will I learn?

Psychology is a vast discipline covering far more than the specification outlined below. However, in essence it is the study of the brain and behaviour. The AQA course we follow gives a broad base suitable for further study or for those simply interested in people and the attempt to scientifically study them.

#### Paper 1: Introductory Topics in Psychology

- Social Influence
- Memory
- Attachment
- Psychopathology

#### Paper 2: Psychology in Context

- Approaches in Psychology
- Biopsychology
- Research Methods

#### Paper 3: Issues and Options in Psychology

- Issues and Debates in Psychology:

#### Options

- **1 - Cognition and Development**  
 'Piaget's theory of cognitive development including the stages of intellectual development. Characteristics of these stages including object permanence, conservation, egocentrism and class inclusion. Vygotsky's theory of cognitive development. Baillargeon's explanation of early infant abilities. The development of social cognition: Selman's levels of perspective-taking; theory of mind and the Sally-Anne study. The role of the mirror neuron system in social cognition.
- **2 - Schizophrenia**  
 Including diagnosis and classification and biological and psychological explanations and treatments.
- **3 - Aggression**  
 including biological, evolutionary, and social psychological explanations for aggression, aggression in prisons and media influences on aggression.

### Who should choose Psychology?

Psychology is the study of the mind and behaviour so if you are interested in people and why they think, feel and do the things they do then you may find this subject interesting. It is appealing to those with a strong curiosity about people and, to a lesser extent, animal behaviour too. It is also a great subject if you enjoy debating, discussion and weighing up evidence to come to a reasoned conclusion.

Students studying Science/Maths combinations may welcome the chance to include a subject which involves developing skills in critical essay writing. Conversely, for students with an Arts/Humanities leaning, the possibility of including one of the more accessible science subjects, which involves numeracy, report and essay writing and a critical, evidence-based approach, may be seen as desirable.

### What other subjects go well with Psychology?

Psychology combines well with a large variety of other A Levels. It combines particularly well with Biology, but there is no subject which would not combine well with Psychology.

Most universities consider Psychology a science subject and so combining it with one of the other sciences, maths or geography may give greater breadth of choice when considering it as a degree option.

#### Course details

- Assessment Full A Level (two year course)
- Three written papers: Paper 1, Paper 2, and Paper 3

#### Paper 1: Introductory Topics in Psychology (Two hours)

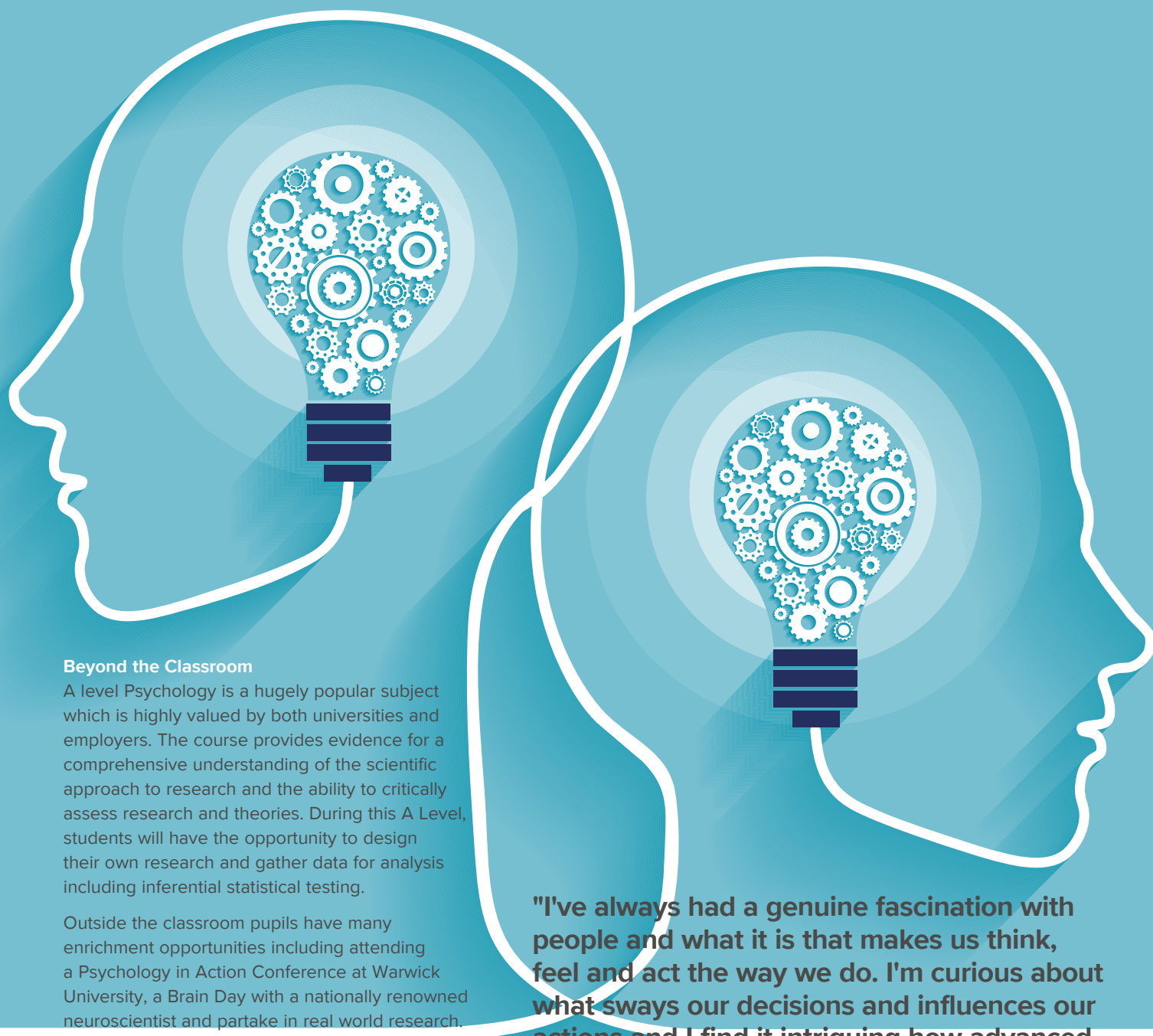
- 33.3%, 96 marks – Four equally weighted sections comprising of multiple choice, short answer and extended writing (essay).

#### Paper 2: Psychology in Context (Two hours)

- 33.3 %, 96 marks – Three equally weighted sections comprising of multiple choice, short answer and extended writing (essay).

#### Paper 3: Issues and Options in Psychology (Two hours)

- 33.3%, 96 marks – Four equally weighted sections comprising of multiple choice, short answer and extended writing (essay).



### Beyond the Classroom

A level Psychology is a hugely popular subject which is highly valued by both universities and employers. The course provides evidence for a comprehensive understanding of the scientific approach to research and the ability to critically assess research and theories. During this A Level, students will have the opportunity to design their own research and gather data for analysis including inferential statistical testing.

Outside the classroom pupils have many enrichment opportunities including attending a Psychology in Action Conference at Warwick University, a Brain Day with a nationally renowned neuroscientist and partake in real world research.

Psychology as a degree opens many doors, not just as a Chartered Psychologist but in many other graduate jobs where the uniquely varied skills offered by this subject may come in useful.

If you require any further information please contact Ms Ostrander at [S.Ostrander@warwickschools.co.uk](mailto:S.Ostrander@warwickschools.co.uk).

**"I've always had a genuine fascination with people and what it is that makes us think, feel and act the way we do. I'm curious about what sways our decisions and influences our actions and I find it intriguing how advanced the human brain is with its ability to keep up with the pace of life. Studying psychology has given me answers to these questions and enabled me to appreciate that nothing is 'black or white.' I love the debate that this sparks across the field as it forces me to challenge my own beliefs."**

Poppy, Upper Sixth

# Religious Studies

Specification: OCR H573

This course enables you to explore a range of philosophical and theological issues that human beings have grappled with for centuries. You will develop your ability to formulate sound and articulate arguments in relation to some of the most challenging questions that face us in our world as well as being equipped with strong skills of critical thinking and evaluation, which are essential for active engagement in our world today.

In the Philosophy of Religion unit you will study philosophical arguments concerning the nature of God and God's existence; the nature of soul, mind and body; the problem of evil; the nature, impact and credibility of religious experience, and the problems of expressing religious ideas and experiences in language.

The Religion and Ethics unit comprises study of a range of religious and non-religious ethical theories, and how these can be applied to the ethical issues raised by business, euthanasia and sexuality. We explore the nature of conscience, and finally meta-ethics - the study of whether and in what sense ethical values are 'real'.

The Developments in Religious Thought unit explores Christian beliefs, values and teachings, and how these vary historically and in the contemporary world, as well as challenges to religious belief from secular philosophies; we also study theology's relationship with issues of gender and feminism, as well as economic justice and Marxism.

You will learn through discussion and presentations, as well as reading and essay-writing, and will develop the ability to analyse and marshal complex material, and formulate and present rigorous and well-justified arguments. Students are expected to complete five hours of homework per week.

## Why should I choose this A Level?

You should choose A Level Religious Studies if:

- you are interested in the ideas that shape the world you live in, including the principles that underpin our political, legal and moral systems
- you enjoy thinking critically and are prepared to challenge yourself and your beliefs, values and preconceptions
- you enjoy discussion, reading and writing, and want to develop these skills to a high level in preparation for university study

Highly-regarded academic subjects in their own right at university level, the analytical skills and knowledge of cultural, historical and ethical issues developed in A Level Religious Studies can also assist entry to a diverse range of university courses, such as English Literature, History, Psychology, Law and Development/Area Studies. Prospective medical and Bio-Science students find the study of ethics very useful and budding lawyers enjoy the chance to develop their skills in presenting arguments.

Whilst it is not always necessary for students to have completed the GCSE Religious Studies in order to study Religious Studies at A Level, we would ask to meet with any student wishing to take this path.

## What other subjects go well with A Level Religious Studies?

Subjects whose subject-matter complement aspects of RS, and which encourage close analysis of texts: English Literature and English Language, History, Latin and other foreign languages, Psychology, Government & Politics. The ethical and logical aspects of RS also go well with Biology and Maths respectively.

## Beyond the classroom

The department organises trips for Lower Sixth and Upper Sixth to attend highly relevant A Level RS conferences each year. The department runs highly successful overseas trips which support the RS curriculum, such as the recent trips to Greece and Amsterdam.

## Course details

You will complete three papers:

### Paper 1 Philosophy of Religion

- 33.33% of the A Level
- 120 marks
- Exam: Two hours

### Paper 2 Religion and Ethics

- 33.33% of the A Level
- 120 marks
- Exam: Two hours

### Paper 3 Developments in Religious Thought

- 33.33% of the A Level
- 120 marks
- Exam: Two hours

Further information on the contents of the course can be obtained from the OCR website, Kate Grafton ([K.Grafton@warwickschools.co.uk](mailto:K.Grafton@warwickschools.co.uk)), Head of Department, and members of the Philosophy and Theology department are always happy to answer questions.

# Sociology

Specification: AQA 7192

## What is Sociology?

Sociology is the systematic study of society, social relationships, and social institutions. It explores how individuals and groups interact, the structure of societies, and the factors that influence social behaviour. By examining issues such as class, race, gender, and culture, sociology helps us understand the complexities of human life and the social forces that shape our experiences. It is an A Level which focuses on contemporary society, fostering the development of critical and reflective thinking and the use of evidence to support arguments.

## A Level Sociology Course Content

### Year 1

#### Introducing Sociology

- Sociological perspectives
- Key concepts: society, culture, socialisation, identity, nature vs nurture

#### Research Methods

- Qualitative and quantitative methods
- Practical, theoretical and ethical issues
- Designing and conducting research

#### Families and Households

- Changing family structures
- Roles and relationships
- Nature of childhood
- Social policies on families

#### Education

- Role and function of education
- Achievement and inequality (class, gender, ethnicity)
- Educational policies

### Year 2

#### Crime and Deviance

- Social control and deviance
- Class, gender and ethnicity and offending
- Role of the CJS
- Punishment, surveillance, victimhood

#### Sociological Perspectives

- Functionalism, Marxism, New Right, Feminism, Postmodernism
- Is Sociology a Science?
- Values in research

#### Beliefs in Society

- Ideology, belief systems and science
- Religion and spirituality
- Belief systems and social change
- New Age and new religious movements
- Secularisation and fundamentalism

## Revision and exam preparations

### Examinations

The assessment includes:

- Three written exams (2 hours each) covering the entire A Level content:

**Paper 1:** Education with Theory and Methods (methods in context)

**Paper 2:** Topics in Sociology

**Paper 3:** Crime and Deviance with Theory and Methods

Each paper will consist of a combination of short and extended response questions, testing pupils' understanding and ability to apply and analyse sociological concepts.

## Where could this subject take you?

Studying Sociology opens the door to a wide range of opportunities in various fields. It provides valuable skills in critical thinking, research, and analysis, which are essential in many professions.

## Careers Paths

Graduates with A Level Sociology may pursue careers in:

- Criminology or Law
- Media and Communication: Roles in journalism, advertising, or public relations
- Research and Academia: Further studies in sociology, anthropology, or social sciences
- Social Work: Helping individuals and families improve their well-being
- Education: Teaching, educational policy, or administration
- Health Services: Roles in public health, nursing, or healthcare administration
- Urban Studies or Planning: Focusing on social issues related to urban development and community organization
- Public Policy: Working with government agencies or NGOs to develop policies that address social issues
- Market Research: Analysing consumer behaviour and market trends
- And much more! It is the most versatile and widely applied A-level subject.

## Conclusion

A Level Sociology is not just an academic subject; it is a gateway to understanding the world around us and making informed decisions about our role within it. Whether you aim for a career in law, education, or media, this course will equip you with the knowledge and skills to make a meaningful impact.

For further information, please contact Miss B Francis at **B.Francis@warwickschools.co.uk**.

# Welcome to Cambridge Technicals at King's

We are pleased to be expanding our curriculum this year with the introduction of five Cambridge Technical (CTEC) courses. These qualifications provide an exciting and valuable alternative to traditional A-Levels and reflect our broader commitment to offering a flexible and responsive curriculum that meets the diverse needs of our students.

This approach is already well established in the lower school through our Future Ready courses, which give pupils greater choice at GCSE. With the introduction of Cambridge Technicals in the Sixth Form, we are continuing to build a curriculum that allows students to pursue individual strengths, interests, and future ambitions, whether academic, vocational, or a blend of both.

We're also delighted to be leveraging our strengths across the Warwick Schools Foundation through this new offer, developed in collaboration with The Kingsley School and Warwick School. This shared provision allows us to draw on a wider pool of expertise and resources, ensuring the highest quality experience for our pupils.

Cambridge Technicals are ideal for students who enjoy combining theory with practical application. They suit learners who are motivated by coursework and project-based work, while also building the exam skills needed for external assessment. These courses foster confidence, independence, and a strong set of transferable skills such as teamwork, communication, problem-solving, and project management, all of which are valued by universities and employers alike.

At King's, students can choose to study one Cambridge Technical alongside two A-Levels, creating a broad, balanced, and personalised qualification mix. This flexibility allows students to prepare for a range of post-16 pathways, including university, apprenticeships, or direct entry into the workplace.

Unlike GCSEs or A Levels, Cambridge Technicals are assessed through a blend of coursework, practical tasks, and external exams, rewarding consistent effort and creativity throughout the year. This makes them particularly well-suited to pupils who prefer a more applied, hands-on approach to learning, including those who may find traditional, exam-heavy courses more challenging.

If you have any further questions or queries, please contact Dr Seal, Senior Deputy Head, at [P.Seal@warwickschools.co.uk](mailto:P.Seal@warwickschools.co.uk).

# Digital Media

## Cambridge Technical Level 3

This course explores how digital media is created, used, and consumed across platforms. Pupils study areas such as graphic design, video production, web development, interactive media, and social media campaigns. It combines creative and technical skills, developing abilities in planning, designing, and evaluating content. The course prepares pupils for careers in media, marketing, design, and related industries such as:

- Media Production  
(eg, University of Lincoln, Bournemouth University)
- Digital Media and Communications  
(eg, University of Leeds, University of Brighton)
- Film and Television Studies  
(eg, University of Warwick, University of York)
- Web Design and Development  
(eg, University of Greenwich)
- Marketing or Advertising  
(eg, University of Manchester, University of Southampton)



# Sport

## Cambridge Technical Level 3

The Sport course examines the physical, psychological, and social aspects of sport and fitness. Topics include anatomy and physiology, coaching, performance analysis, health and safety, and the impact of sport on society. Pupils gain practical experience alongside theory, developing leadership and teamwork skills. It supports progression into coaching, sports science, fitness instruction, and sports management pathways such as:

- Sport and Exercise Science (eg, Loughborough University, University of Exeter)
- Sports Coaching (eg, Leeds Beckett University, University of Worcester)
- Physical Education and Sport (eg, University of Bedfordshire, Cardiff Metropolitan University)
- Sports Therapy (eg, University of Hertfordshire)
- Sport Management (eg, Coventry University, University of Portsmouth)

# Health and Social Care

Cambridge Technical Level 3

The Health and Social Care course examines how care and support are delivered across health, wellbeing, and social care settings. Topics include human lifespan development, working in health and social care, psychological and sociological perspectives, and health and safety practices. Pupils gain practical knowledge alongside theory, developing skills in communication, empathy, and professional practice. It supports progression into careers in healthcare, social work, and community support, as well as higher education pathways such as:

- Nursing (eg, University of Birmingham, University of Nottingham)
- Social Work (eg, University of York, University of Bath)
- Health and Social Care Management (eg, University of Gloucestershire, University of Central Lancashire)
- Psychology (eg, University of Liverpool, University of Sussex)
- Public Health (eg, University of Leeds, University of the West of England)

# Food & Nutrition

## Level 3 WJEC Certificate

Reinforcement of the Lower Sixth subject content with the This course investigates food science, nutrition, and their influence on health and wellbeing. Pupils explore food preparation, dietary needs, food safety, and the links between nutrition and lifestyle. It blends scientific principles with practical application in cooking and analysis. The course supports careers in catering, nutrition, health promotion, and food science, or progression to higher education such as:

- Nutrition and Dietetics  
(eg, King's College London, University of Surrey)
- Food Science and Technology  
(eg, University of Leeds, University of Nottingham)
- Public Health Nutrition (eg, University of Chester)
- Culinary Arts Management  
(eg, University College Birmingham)
- Health and Wellbeing (eg, University of Wolverhampton)



# Applied Science

## Cambridge Technical Level 3

Applied Science focuses on using scientific knowledge and skills in real-world contexts. Covering areas of Biology, Chemistry, and Physics, it emphasises laboratory techniques, scientific investigation, and data analysis. Pupils learn through experiments, projects, and case studies. The course prepares pupils for employment in healthcare, forensics, and industry, or further study in scientific and technical fields such as:

- Biomedical Science  
(eg, University of Sheffield, University of Plymouth)
- Forensic Science  
(eg, University of Kent, Staffordshire University)
- Environmental Science  
(eg, University of East Anglia, University of Reading)
- Chemistry, Biology, or Physics  
(depending on focus and other qualifications, eg, University of Leicester, University of Hull)
- Nursing, Midwifery, or Allied Health  
(eg, University of Birmingham, University of Salford)

**"In all areas, pupils demonstrate independence, responsibility, and respect. This aligns with the school's ethos. An inclusive, active, and socially aware culture is fostered throughout the school."**

ISI Inspection Report

# Photography

## A Level

Photography A level is a dynamic and creative course that develops technical skills, artistic vision, and critical thinking. It is a chance to explore both digital and traditional techniques, experiment with editing software, and learn how to communicate ideas visually, and is taught at The Kingsley School.

Assessment is through a personal portfolio (60%), where you develop your own sustained project supported by written analysis, and an externally set assignment (40%), which culminates in a practical exam. This balance of independent creativity and timed practical work helps you build a strong portfolio that reflects your personal style and prepares you for further study in art, media, or design.

It can facilitate degrees such as:

- BA (Hons) Photography (eg, University of Northampton)
- BA (Hons) Photography (eg, Buckinghamshire New University)
- BA (Hons) Film, Photography and Media (eg, University of Leeds)
- BA (Hons) Photography (eg, University of Brighton)

# FAQs about

## Cambridge Technical Level 3 Courses

### 1. What type of student is best suited to studying a Cambridge Technical course?

Cambridge Technicals suit pupils who enjoy practical learning as well as theory. They are ideal for students who like applying knowledge to real-life situations, prefer coursework as well as some exams, and want to build skills they can use in the workplace or at university.

### 2. How do Cambridge Technicals differ from GCSEs or A Levels in terms of assessment and learning style?

Unlike exam-heavy courses, Cambridge Technicals are assessed through a mix of coursework, projects, practical tasks, and external exams. This allows pupils to show their strengths throughout the year as well as developing exam skills.

### 3. Are Cambridge Technical courses suitable for all types of university degrees?

Cambridge Technicals are an excellent pathway into vocational, applied, and career-focused degrees such as healthcare, science, media, or business. However, they may be less suited for very traditional academic courses such as Medicine, Dentistry, or some highly theoretical subjects at top universities, which usually prefer A Levels. Pupils interested in these routes are often advised to study A Levels instead of a Cambridge Technical.

### 4. How do universities view Cambridge Technical qualifications in areas such as Digital Media, Health and Social Care, Sport, Food & Nutrition, and Applied Science?

Universities value the applied knowledge and independent learning skills that Cambridge Technical students develop. Many degrees in healthcare, media, sport, science, and related fields list Cambridge Technicals directly in their entry requirements.

### 5. What skills will my child gain from studying a Cambridge Technical that employers value?

Pupils develop a wide range of transferable skills, including communication, teamwork, problem-solving, project management, and self-motivation. These skills are highly regarded by both universities and employers.

### 6. How many Cambridge Technicals can pupils study at King's?

Pupils can study one Cambridge Technical at King's alongside two A Levels, giving them a broad qualification mix and strengthening university or apprenticeship applications.

### 7. What kind of learner thrives in coursework-based assessment rather than exam-heavy courses?

Pupils who are organised, independent, and able to work steadily throughout the year usually thrive. Cambridge Technicals reward consistent effort and creativity, making them a good option for students who find traditional exams stressful but are still ready to manage external assessments.

### 8. How do these Cambridge Technical subjects prepare pupils for the workplace as well as higher education?

The focus on practical skills, real-world case studies, and applied projects means pupils leave with a strong sense of how their subject is used outside the classroom. This makes them work-ready, while still fully prepared for higher education.

### 9. Where will the courses be taught?

The courses will be taught on The Kingsley School site in Leamington Spa. They will be timetabled carefully to ensure that pupils have sufficient time to travel from King's, with transport arrangements in place to get them to their lessons promptly.

# Sixth Form Enrichment

## Health, Fitness and Wellbeing

A weekly programme of sport and exercise for all Lower and Upper Sixth pupils, catering to all levels of expertise and fitness aspirations. Pupils can choose from a wide variety of activities, from hockey and tennis to hip hop and the wellbeing walk.

## PSHEE

The school runs a joint sixth form PSHEE programme with Warwick School, taught fortnightly to mixed classes across both schools. The lessons are designed to inspire debate, critical evaluation and build skills for adult life.

Across the two years of sixth form, pupils cover the following important topics:

- Careers
- Financial independence
- Mental health
- Relationships and sex
- Social media and AI

## Friday Afternoon Activities

The acclaimed programme continues weekly for Sixth Form, with a wealth of different opportunities. There is an annual programme of activities and, with such an extensive co-curricular programme, our pupils can pursue their own interests, and discover new ones. Activities include Animal Awareness Club, Big Thinking, Cad and 3D Printing, Pop-Up Cookery, Debating, Dissection, Engineering and Aviation, Exploring my Neuro-diverse self, Russian, Debating, MedSoc, Creative Writing, Climbing, Textiles, Fencing, Clay Pigeon, Jazz, Politics, Contemporary Dance, Tennis, History, Badminton, Water Polo, Quiz Club, Guitar Ensemble, Kultur Club, Science Journal and Da Vinci Society to name a few.

## Sixth Form Societies

The Lower Sixth lead a range of impressive societies (Lit and Phil, Cafe Scientifique, Hobbs Society, Da Vinci Society, Engineering Society, Cafe Phil). They have free rein to set up their own year-long programme, inviting guest speakers and hosting inspiring talks and events for the school community. Attending the events themselves is always valuable and engaging, and being part of the leadership teams is a fantastic experience.

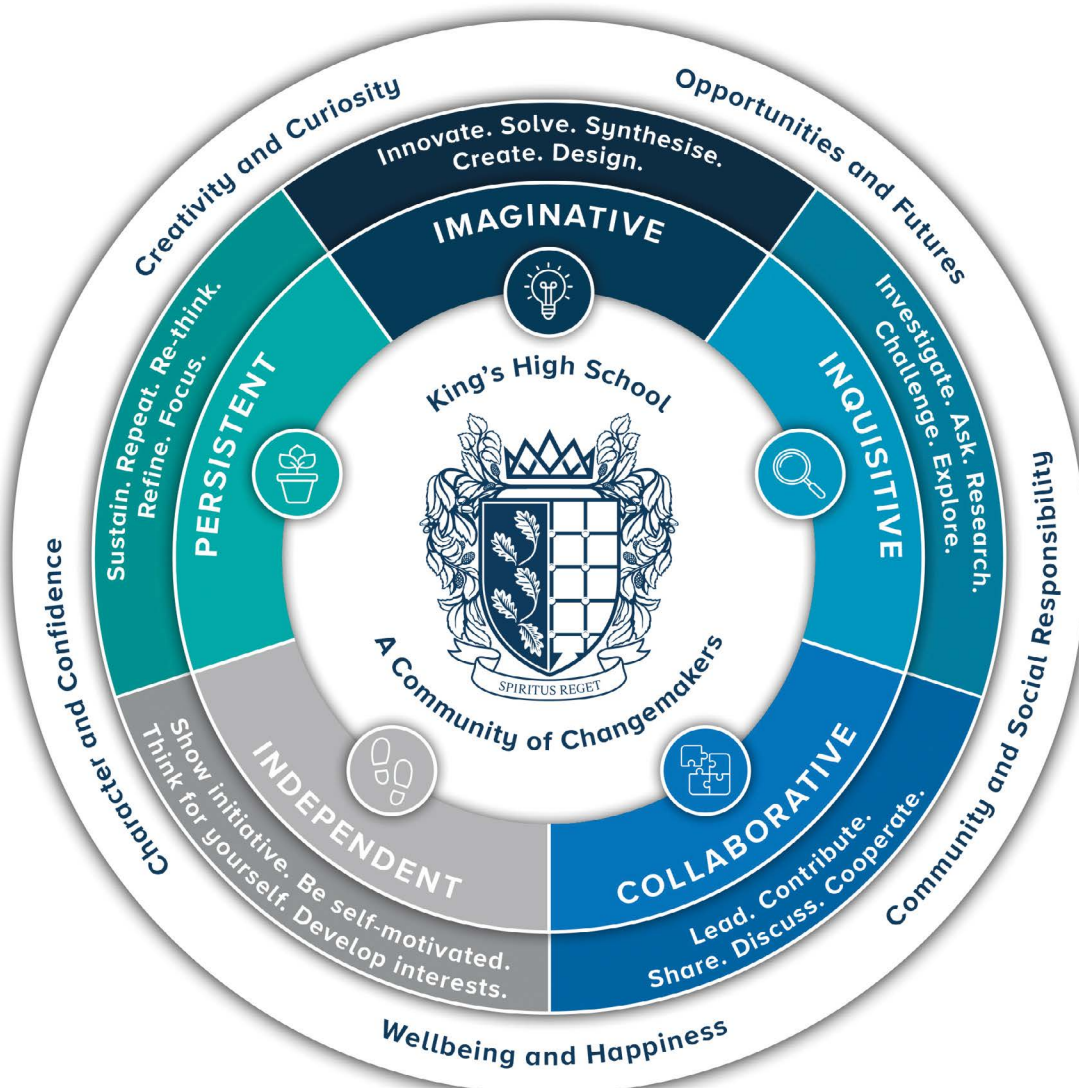
## The King's High Baccalaureate

This unique qualification, accredited by EduQual, recognises and develops skills which are highly sought after by universities and future employers. The Baccalaureate was largely inspired by the breadth and depth of our students' achievements and provides a way of showcasing the richness and range of their experiences. The Baccalaureate can be taken at Level 2 (blue), or Level 3 (jade).



# The King's High Learning Wheel

We place great emphasis on a broad and inclusive education, The King's High Learning Wheel crystallises the aims and ethos of the school. From our core aim in the centre, through to the dispositions, actions and wider horizons in the main rings, it reminds us that our goal is to create an enriched educational experience that prepares pupils for an exciting future.



# A Level Results 2025

We are very proud of our students' achievements at A Level. The destinations of our leavers are testament to our students' richly diverse interests and expertise.

Full results for both GCSE and A Level may be found on the school's website.

Over  
**44%**

A\* - A

Over  
**71%**

A\* - B

"Leaders provide a rich educational experience that equips pupils with academic, personal, and social skills."

ISI Inspection Report

## Sixth Form Scholarships and Bursaries

Sixth Form Scholarships are available to reward excellence and talent. They are awarded on a merit basis and are determined by a student's academic or other ability. Scholarships are generally up to the value of 20% of fees, based on the results of the entrance examination and other assessments. All scholarships can be enhanced with a bursary of up to 100%, if applicants meet the financial criteria of the bursary and if the funds are available. For students in the CV34 postcode, King Henry VIII Scholarships recognise those who demonstrate outstanding or all-round achievements. Find more details in our Sixth Form Scholarships brochure or on our website in [/scholarshipsandbursaries](#).



# Meet the Team



**Dr Seal**

**Deputy Head (Academic)**

My role is to oversee the academic life of the school, to monitor progress across the departments, and to encourage every pupil to be aspirational in their choices for post-A Level study. I also run the Inspire Higher Education Programme, which offers tailored support to all pupils preparing for competitive academic applications. Whether you want to learn how to prepare and write a top level Personal Statement, or practise the skills required for thoughtful performance at interview, our programme offers a wealth of support and expertise.



**Ms Tedd**

**Head of Sixth Form**

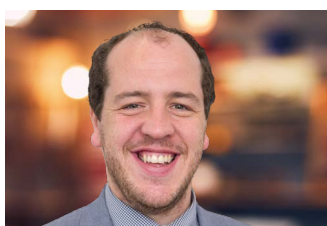
I am incredibly proud to be Head of Sixth Form, supporting pupils through these two final and critical years of school. A Levels form the core of the fortnightly timetable, but Sixth Form at King's High is rich, varied and about so much more. This team is here to support you with future plans as well as with your day-to-day experience.



**Mrs Coplestone-Crow**

**Head of UCAS**

I have had wide experience guiding students through many aspects of Higher Education delivery. I have helped over 1600 candidates with UCAS applications, ranging from Humanities to Sciences and everything in between. I lead the team of dedicated and experienced Higher Education Advisors, to ensure that only the best support and guidance is available for each individual applicant.



**Mr Bennett**

**Law Pathway Coordinator**

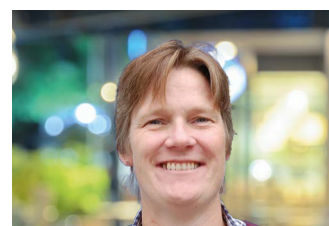
My role is to prepare and monitor the progress of pupils wishing to undertake the LNAT and the TSA entrance assessments. The LNAT is required by several of the UK's leading universities to test a candidate's aptitude for the skills required to study Law. The Cambridge Law Test is an entrance assessment required by the University of Cambridge, which candidates must sit if they wish to read Law there.



**Mr Wood**

**Head of UCAS Applications**

As someone who has over 20 years of experience in the procedures of university applications, I am here to guide you through the process of drawing up and submitting your application to universities through the UCAS system. With increased competition for top places it is important to get this right, to afford you the best chances of getting where you want to be once you leave King's.



**Miss Gilbert**

**Head of Futures**

My role is to help you discover the right post-18 option and to assist you with your decision-making process. I explore degree apprenticeships, higher education, work and gap year opportunities amongst other post-18 possibilities. I will help you to think about your future, both in Higher Education and beyond. I coordinate the host of events and activities designed to prepare you for life beyond King's, including careers talks, networking events, work experience, profiling, and information events on topics such as student finance, gap years, student life, and beyond.



**Ms Ostrander**

**Assistant to Head of Futures**

My role is to help develop students' understanding of the 'world of work'. This includes informal discussions about what a student's career aspirations are and how they might get there, formal lessons on the graduate job market, and how to improve their employability skills. I am also involved in arranging regular lunchtime careers talks from alumni and other members of the wider community. As a Sixth Form tutor I am fully involved in the UCAS process including training staff and pupils on the use of Unifrog, which helps pupils select the universities they may wish to apply for and write their personal statement. I have been involved in careers education, UCAS and work experience in the independent sector for over 18 years and I find it one of the most rewarding aspects of my work as a teacher.



**Miss Yeldham**

**Medical Pathway Co-ordinator**

As the coordinator of the Medicine and Health Professional Pathway, my role is to support Sixth Form students in making successful applications to study Medicine, Dentistry or Allied Healthcare courses at university. Applying for these highly competitive subjects requires an enormous amount of preparative work and I provide targeted guidance, advice and training to support our students through this. Our programme focuses on helping pupils secure appropriate work experience, preparing for the UCAT and BMAT entrance exams, and practising interview skills. As part of my role, I liaise with alumni from across the Foundation; organising lectures, seminars and workshops with former pupils who are currently studying, or have recently graduated from, a variety of Healthcare courses, allowing them to share their experience and wisdom with our current students.



**Ms Cooper**

**Head of Year and Head of Way House**

I became part of the Sixth Form team when I joined King's High at our new site in 2019 and saw our new Shared Sixth Form Centre come to life. Last summer, my family and I moved into Way House. Boarding has added a new dimension to our Sixth Form and I'm particularly excited to see Boarding provision grow and develop over the next couple of years.



**Dr Harrison**

**Head of Year**

Since joining the Sixth Form Team from Key Stage 4 in 2021 I find it a particular privilege to work with students in the final years of their schooling as they begin to find independence. I have experience working with applicants to top universities including Oxbridge, and have been involved in the academic enrichment provision throughout the school. I thrive on providing outstanding pastoral care to students while also supporting their academic, sporting, musical, dramatic and many other ambitions.



# King's High School

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 @KHSWarwick

 @Kingshighwarwick

 [kingshighschoolwarwick](https://www.instagram.com/kingshighschoolwarwick)

