

sixth form prospectus

2011/2012



KEHS
KING EDWARD VI
HIGH SCHOOL FOR GIRLS

introduction



“
...the aim of the school to foster both intellectual and social development in each student
”

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The sixth form has a long-standing tradition of combining excellence in specialist academic studies with broad cultural awareness and the development of confidence in personal skills.

The majority of girls who join the school at 11 continue their studies into the sixth form and each year they are joined by a group who enter for a full A-level programme at age 16. The total number of students in the sixth form is usually between 160 and 170.

At this level girls are trained to be increasingly responsible for their own study programme so that within a well-structured framework they are prepared for a smooth transition to higher education. There are excellent facilities for private study and extra-curricular activities, reflecting the aim of the school to foster both intellectual and social development in each student.

All members of the sixth form enjoy a number of privileges, including the use of spacious, pleasant common rooms, and all share certain responsibilities for the smooth running of the school. There is no prefect system in the normal sense of that term but each of the two year groups elects a small committee of its members to undertake specific administrative responsibilities. Many aspects of school life allow sixth formers to experience responsibility and leadership.

Each Form Tutor group of approximately 16 students is assigned a member of staff for the two year course. In addition there is a member of staff with responsibility for the overall co-ordination of sixth form affairs and one responsible for university applications.

Students are seen individually by the Head of Careers in General Studies time and by other staff when important decisions have to be made. They are encouraged to use the well-stocked careers library, to attend open days at institutions of higher education, to arrange relevant work experience, to evaluate carefully what they hear and observe, in order to inform their decisions about higher education.

There is a wide-ranging programme of activities arranged in lunch hours, after school and sometimes at weekends. Drama, music and sport figure prominently alongside various clubs for the pursuit of specialist interests. Sixth form students are expected to give a lead in the many community service projects in which the school is engaged. Many extra-curricular activities, particularly at sixth form level, are joint ventures with King Edward's School (for boys) which is on the same site and shares some facilities.

Girls are not required to wear uniform in the sixth form but are expected to dress sensibly.

ACADEMIC LIFE

Recently, KEHS, like other independent schools, reviewed its sixth form curriculum to ensure the school met the needs of the bright, academic girls it educates.

The review concluded in a ringing endorsement of A levels within the context of other enriching opportunities. A levels are an internationally regarded gold standard qualification, well tested over many years, a known quantity for higher education and employers. The number of students sitting A levels is extremely high compared with any alternatives, ensuring reliable standardisation year on year and within any cohort. The A level exam boards have proved responsive to schools over the years, showing flexibility in meeting needs and concerns, for example in 2010 introducing further higher order questions to allow for greater discrimination and an A* grade.

At KEHS, girls follow an unusually broad compulsory GCSE curriculum with all girls taking 8 core subjects (to which they can add up to 3 others). Because of the ability of the girls, teaching takes the girls way beyond GCSE requirements. Therefore by the time they move into the Sixth Form, the girls have a high level of breadth and are hungry for the opportunity to take subjects to a much deeper level. This is what A levels provide, giving the time needed for academic rigour.

KEHS prides itself on being able to offer almost any combination of A level subjects taught at the school that an individual girl might wish to follow. This means a girl can choose to continue with a broad range of subjects, e.g. English, Maths, Music, Physics or focus on those subject areas about which she is already passionate e.g. Latin, Greek, Classical Civilisation and Italian or Biology, Physics, Chemistry and Maths. She may want to take these complementary subjects combined with a modern language or a creative subject e.g. Maths, Further Maths, Physics with French or Theatre Studies. The girls very much value this flexibility and recognition of their individuality at this stage of their education.

Alongside their four principal A level subjects the girls follow a General Studies course. In part, this provides some time to prepare for the A level General Studies course which all girls take. But it also consists of a number of short courses that range far outside any A level syllabus, for example courses on global awareness, art appreciation and politics.

The girls take a short course in Critical Thinking upon which they can choose to build by taking as AS in Critical Thinking.

Add to this our Friday afternoon programme, which is free from any exam constraints and aims to allow the girls to choose from a range of practical, creative and intellectual experiences and you have a hugely varied, challenging and stimulating sixth form experience.

A final piece of the rich sixth form jigsaw is provided by the AQA Bacc and Extended Project. The extended project (that can be taken as a stand alone qualification) allows girls to undertake individual research in an area of personal interest. The overarching AQA Bacc incorporates a range of achievements involving A levels, enrichment activities and the extended project. The AQA Bacc is optional and those girls who choose it, find it is an exceptional preparation for university.

The details of how A levels are made up and what each subject comprises of, follow. The Sixth Form is a wonderful time at KEHS where girls build sensationally on their GCSE success!



QUALIFICATIONS

GCE A LEVELS

A levels are based on four units of approximately equal size, each of which is separately certificated. Two of the units make up the Advanced Subsidiary (AS), representing the first half of an advanced level course of study. The other two are known as A2, representing the second half.

ADVANCED SUBSIDIARY (AS)

The AS consists of two units, being the first half of the A level course. Those students who, having started on an A level programme, decide not to continue beyond the first year, have their attainments to that point recognised.

SIXTH FORM CURRICULUM AT KEHS

Girls choose 4 AS subjects. In addition all girls follow a course leading to A level General Studies. The 2 units for an AS qualification are assessed at the end of the first year sixth. All girls continue with 4 subjects including General Studies to A2 level in the Upper Sixth. Some may wish to continue with 5 subjects and the school will consider the feasibility of this for each individual girl. The school's decision will be based on viable group numbers and a girl's ability. Girls follow a rigorous non-examination programme to bring a breadth to their sixth form studies, some of which is compulsory and some of which is based on girls' individual selection.

CHOICE

The school tries to meet the choices of as many girls as possible but it is unlikely every single subject combination is possible. If the number of girls wishing to study a particular subject is not considered viable, the course may not run.

Teaching groups and the teachers delivering courses may change between the first and second year sixth.

THE AQA BACC

Our response to national changes at 16+ is to continue to provide academic courses that challenge the girls we have in our sixth form. We expect girls to achieve highly at AS and A2 levels but also see the two years as a time for personal development in many other ways. Opportunities through

the non examination curriculum and through extra curricular activities enrich the sixth form at King Edward VI High School for Girls.

The school also offers girls the chance to study for the AQA Baccalaureate. This is an award based on A-levels, but also gives recognition to the broad and rounded curriculum to which KEHS has been committed for many years. The AQA Bacc is voluntary – girls can choose whether or not to enter it.

It is awarded at 3 levels – pass, merit and distinction

Distinction = 3 A grades or more

Merit = 3 C grades or above

Pass = 3 E grades or above

Although it is not compulsory, we do hope that most of the girls will opt to participate; we are most keen to support a scheme that combines valuing educational breadth with the traditional demands of A-levels.

ARRANGEMENTS FOR GIRLS ENTERING THE SCHOOL AT SIXTH FORM LEVEL

OPEN OCCASIONS

On Wednesday 28th September 2011 there will be an Open Evening, 4.30 pm - 6.00 pm specifically for sixth form entry. This gives prospective sixth formers an opportunity to look around the school, meet present sixth formers and those staff with special responsibilities for sixth form work.

In addition there are open mornings on Saturday 8th October 2011 and Saturday 7th January 2012, 9.45 am - 12.00 noon aimed specially at 11+ entry.

All candidates for admission in September 2012 will be required to sit entrance examinations on Saturday 25th February 2012. Closing date for applications is Friday 3rd February 2012.

These will be made up as follows:

All candidates sit a 1 hour General Paper containing some Mathematics, English and Critical Thinking in addition to 40

minute papers in the subjects they have chosen to study at A-level with the exception of Mathematics and English, where papers are 1 hour.

Candidates applying for Classical Civilisation, Economics and Business, Psychology or Theatre Studies will not be expected to have previous knowledge of these subjects.

Each candidate will be issued with a timetable of her individual examination schedule in advance.

Specimen papers are not available. Syllabus content will be that common to the majority of G.C.S.E. courses.

Girls who reach a satisfactory standard on the admission papers are invited into school for interviews. The final selection takes place as a result of these.

LATE ENTRY

A few girls' aspirations do change during their final GCSE year and when they receive their GCSE results. Therefore there is a late entry examination set after GCSEs. For information about the exact date please contact the Registrar. It needs to be borne in mind that some courses have filled up by this stage.

BURSARIES

The school offers means tested bursaries and parents wishing to apply for fees remission must complete and return annually a statement of income.

Girls who are offered a place to study Physics and Maths and are currently attending a state school, are eligible to apply for an Ogden means tested bursary.

The Ogden Trust sponsors sixth formers from state schools to study Physics and Maths at top Independent Schools.

All places will depend on the results of the admission examinations, on confidential reports from the candidates' present schools and on interviews held at King Edward VI High School for Girls in March.

OFFERS

Offers of places will normally be made before the end of the Spring Term. The offers may in some cases be conditional upon G.C.S.E. results.

The closing date for applications is Friday 3rd February 2012, though late applications may sometimes be considered in special circumstances i.e. someone moving from another part of the country, if places are still available.

SUMMER TERM

Girls entering the sixth form will be invited into school for a day towards the end of the Summer Term.

A Level courses are offered in the following:

Art & Design, Biology, Chemistry, Classical Civilisation, Economics & Business Studies, English Literature, French, Geography, German*, Greek, History, Italian*, Latin, Mathematics, Further Mathematics, Modern Languages, Music, Physics, Psychology, Religious Studies, Russian*, Spanish*, Theatre Studies. The school also offers an AS Level course in Critical Thinking in the Upper Sixth year.

*Rotating years - please see Modern Languages information page.



Curriculum Information

ART AND DESIGN



We introduced the new revised specification for Art & Design in 2008. The new specifications are working well and are proving to be beneficial for both AS and A2 students.

Edexcel

GCE Advanced Subsidiary (AS) and Advanced Level (A2)

The specifications offered have moved from a 6 to a 4 unit model over two years and offer a broad range of study covering fine art, design and practice and the history and appreciation of art and design.

The Lower Sixth take AS comprising of two units:

Unit 1 - Coursework (60% of AS mark, 30% of A2)

Unit 2 - Externally set assignment (40% of AS mark, 20% of A2)

The total marks gained are worth 50% of the A2 level mark.

The Upper Sixth take a further two units:

Unit 3 - Coursework (30% of A2 mark)

Unit 4 - Externally set assignment (20% of A2 mark)

The total mark gained here and added to the AS mark generate the total mark which will produce the final grade.

Assessment in both years is based on individual exhibitions of work, a portfolio of work and supporting studies often in the form of a personal journal/sketchbook. The progress of individual girls is monitored throughout and it is important to appreciate that students must expect to have everything they produce assessed at the end of each of the two years. Success in the first year sixth will lay a strong foundation for the A2 level.

Areas of study may include:

1. Drawing and painting.
2. Two dimensional design - advertising and package design, computer graphics, printmaking, illustration and photography.
3. Three dimensional design - sculpture, ceramics and design realisation.
4. Textile design constructed, dyed and printed.



5. History and appreciation of art and design - general appreciation including criticism and aesthetics, visits to museums and galleries, workshops.

Girls are encouraged to develop their strengths and interests in the contexts of Art and Design. With excellent facilities and support girls are able to see their work as part of a tradition of excellence in Art and Design.

All work is internally marked and externally moderated. After the assessment procedure exhibitions are open to the school, to parents and visitors.

BIOLOGY

The AQA specification is followed. This will be examined in L6th (Year 12) at AS level, and U6th (Year 13) at A2 level.

AS Specification

There are three units.

Unit 1 - Biology and Disease.

Unit 2 - The Variety of Living Organisms.

Unit 3 - This is a school based practical assessment which contributes to 20% of the AS final mark and 10% of the A2 final mark.

AS examinations take place in the summer term of the L6th (2 papers).



A2 Specification

There are three units.

Unit 4 - Populations and the Environment. A residential field course will take place in the autumn term to cover practical ecological investigative techniques.

Unit 5 - Control in Cells and in Organisms.

Unit 6 - This is a school based practical assessment which contributes 10% of the final A2 mark.

A2 examinations take place in the summer term of the U6th (2 papers).

CHEMISTRY

The AQA specification is followed.

There are two theoretical AS units studied in the Lower Sixth year:

Unit 1 - Foundation Chemistry

Unit 2 - Chemistry in Action.

There is also a third unit that is internally assessed:

Unit 3 - Investigative and Practical Skills in AS Chemistry.



Most of the topics studied in the Lower Sixth year are developments of topics already encountered at GCSE, including atomic structure, bonding, calculations, extraction of metals and Organic Chemistry.

A further two theoretical A2 units are studied after the AS examinations and in the Upper Sixth year:

Unit 4 – Kinetics, Equilibria and Organic Chemistry
 Unit 5 – Energetics, Redox and Inorganic Chemistry
 Plus an internally assessed practical unit:
 Unit 6 - Investigative and Practical Skills in A2 Chemistry.

In the Upper Sixth new topics are met and the mathematical aspects of the subject developed, as well as a detailed study of transition metals and further Organic Chemistry.

The AS examinations take place in the summer term of the Lower Sixth year and consist of 3 hours of written papers.

The A2 examinations take place in the summer term of the Upper Sixth year and consist of 3½ hours of written papers.

Further details can be found on the AQA website
www.aqa.org.uk

CLASSICS

3 separate advanced courses are offered

Classical Civilisation (OCR)

No knowledge of Latin or Greek is required, nor is it necessary to have studied Classical Civilisation at GCSE level. All source material is studied in translation.

The course aims to encourage students to acquire through studying literature in translation and physical evidence, knowledge and understanding of selected aspects of Greek and Roman civilisation, and for students to appreciate the wide and continuing influences which the culture of ancient Rome and Greece have had upon the whole of western civilisation and our lives today.

2 Modules are studied at AS level:

1 Roman Society and Thought: The principal focus of this unit is on literature, society and values. Candidates will study satires by Horace, Juvenal and Petronius, and letters by Pliny. Topics will include satire, its origins and purposes, Pliny's letters as a personal commentary on Roman life, humour, living in the city of Rome and in the countryside, foreigners, and women, religion and philosophy, the effects of wealth.

2 Greek Tragedy in its Context: The focus of this unit is on literature, society and values. The unit is also concerned with history, philosophy and religion. Candidates will study:

Aeschylus: Agamemnon
 Sophocles: Ajax
 Euripides: Medea and Trojan women

Study will be made of topics such as the theatre, building and machinery, the use of actors, language, dramatic festivals, the role of the gods and fate in the world, stories of the heroes, characterisation, the nature of tragedy.

Assessment Each paper has 2 sections:

Section A: Commentary questions: Candidates are required to answer one commentary question from a choice of two.

Section B: Essay: Candidates are required to answer one essay question from a choice of three. Bullet point guidance is provided for the candidates for each essay.

At A2 level, the two modules will be chosen from the following:

Art and Architecture in the Greek World
 Comic Drama in the Ancient World
 The Epic and the Age of Augustus



CLASSICAL GREEK (OCR) AND LATIN (OCR)

These courses build on the skills and knowledge developed at GCSE level, and provide further study of the language, literature and society of the ancient world.

AS

At AS level in both subjects, 2 units are studied:

1 Classical Greek / Latin Language

Candidates will become familiar with the language of prose authors of the 1st Century BC and the 1st Century AD in Latin, and the 5th and 4th Century BC prose authors in Greek. Students will learn the AS Defined Vocabulary List in preparation for this unit.

Assessment:

Section A: Candidates will be required to translate one passage of Greek/Latin prose into English.

Section B: A shorter passage for translation taken from the prose author prescribed for study in Unit 2.

2 Classical Greek / Latin Literature: Prose and Verse

Candidates will study two set texts, one prose and one verse. About 225 lines will be set from each text. Candidates should be able to demonstrate knowledge, understanding and appreciation of the Latin/Greek texts within their literary, social and historical contexts.

- Demonstrate an understanding of Latin/Greek literary techniques, to evaluate evidence and draw conclusions.
- Produce personal responses to Latin/Greek literature, showing an understanding of the author's meaning.

Assessment:

Section A: Prescribed Prose Literature:

Candidates answer one question on a Latin/Greek passage, with sub-questions.

Section B: Prescribed Verse Literature:

Candidates answer one question on a Latin/Greek passage, with sub-questions.



AS set texts for 2012:

Latin: Ovid *Amores III*
Cicero *In Verrem II*

Greek: Homer *Iliad 24*
Xenophon *Anabasis (selections)*

A2

A2 level will provide the opportunity for further study of Classical Greek / Latin prose and verse literature.

Further language work (translation and comprehension) will also be undertaken.

Subject Combinations

Classical subjects can be studied alongside any other A-level combination. Current L6th students are taking one, two or even three classical subjects in a wide range of combinations e.g.

Latin, Greek, Chemistry, Further Mathematics
Classical Civilisation, Music, English, Theatre Studies
Latin, Geography, Chemistry, Biology
Latin, English, Chemistry, Biology
Greek, Mathematics, Chemistry, Biology
Latin, Greek, English, Classical Civilisation
Classical Civilisation, Latin, English, History

CRITICAL THINKING

All girls in the sixth form take a short course in Critical Thinking as part of General Studies in the Lower Sixth.

In addition, girls may opt to take a course in the subject in the Upper Sixth year, leading to the AS qualification in Critical Thinking offered by the OCR board.

The AS course is taught in two lessons per week, plus homework time.

Critical Thinking is different from other subjects at AS/A2 level. It does not involve the learning of facts but, as the title suggests, it is about learning how to think and reason, as well as how to write in a coherent and logical way. The aim is to provide students with a framework which can be applied in a practical manner to a range of materials, situations, problems and issues.

Girls taking this course will learn to:

- Understand and apply the language of reasoning
- Understand and apply different patterns of reasoning
- Recognise and evaluate special kinds of reasoning
- Judge the credibility of sources
- Assess arguments
- Develop and present arguments.

The AS examination consists of 2 Units:
Introduction to Critical Thinking
Assessing and Developing Argument.

Some girls will be taking the BMAT test for admission to particular medical schools, others will take LNAT for admission to Law courses at particular universities. Both of these tests involve an element of Critical Thinking.

In addition, some universities and Oxbridge colleges, faced with thousands of applications from students predicted to achieve grade As and A*s, are increasingly turning to their own admission tests to differentiate between the good and the outstanding students. These tests rely heavily on Critical Thinking skills.

ECONOMICS AND BUSINESS STUDIES

The Economics and Business Studies AS and A2 specification is **distinctive and unique** in its field as students develop an integrated understanding of the interrelationships between business studies and economics.

This combined course is highly regarded by top universities such as Oxford, Cambridge, Bristol and LSE.

The course encourages students to develop an understanding of relevant economic and business concepts and theories and an ability to apply them to a range of real world issues.



Students do not need to have studied the subject at GCSE level in order to take the AS course in this joint subject. The subject does however, require you to have:

- A lively and enquiring mind
- An interest in business and economic affairs
- A desire to explore new ideas and communicate them effectively

The subject will appeal to you if you:

- Enjoy studying a subject that affects your own everyday life
- Want to pursue a career in business or as an economist
- Want to keep your options open - Economics and Business can be combined with a wide range of science, social science and humanities subjects.

AS

Students study 2 units:

Unit 1: Developing new business ideas:

Characteristics of successful entrepreneurs, identifying and evaluating a business opportunity, understanding the economic climate, financing business ideas and putting them into practice, measuring the potential success of a business idea.

Unit 2b: Business Economics:

How are businesses responding to their market (demand and supply), how does market structure affect a business, what makes firms effective, businesses big and small, an uncertain future.

At AS students sit 2 written examinations, which consist of both multiple choice and data response questions. The AS provides 50% of your Advanced GCE final award.

A2

Students study a further 2 modules at a higher level:

Unit 3: **Why does a business seek international markets, key players in the world economy** - China and India, how does

a company decide which countries to target, ethics, cultural, trade barriers and other considerations before trading internationally?

Unit 4b: **Do markets always work** - market failure, should markets be regulated, can the government control the economy, should the government intervene in society, and what effects will this have?

At A2 students sit 2 written examinations, which consist of data response, case study and report style questions. The A2 provides the other 50% of the total Advanced GCE marks.

The following assessment objectives and weightings will apply:

- Knowledge and understanding of the specified content
- Application of the specified content to problems and issues arising
- Analysing problems, issues and situations
- Evaluating, distinguishing between and assessing the appropriateness of fact and opinion and judging information from a variety of sources.

ECONOMICS

The department will be introducing an Economics course in September 2012 in conjunction with the combined Economics and Business course.

Economics is the study of how individuals and groups make decisions with limited resources in order to best satisfy their wants, needs, and desires. From this definition, we can break down the study of economics into two broad categories – microeconomics and macroeconomics.

Specific course details will be available later in the academic year.

ENGLISH LITERATURE

We offer English Literature and follow the Edexcel specification. We do not offer English Language or the Language/Literature combined course. The new specification has proved both exciting and challenging; there are four modules, two for AS and two for A2. Prose, poetry and drama will all be studied, with the study of Shakespeare as an essential part of the specification. The study of a wide range of literary texts, from Chaucer to very modern writing (post 1990), is an important aspect of the course. There will be significant coursework components in both AS and A2, and some element of personal choice in the texts studied, as well as the possibility of some creative responses.

In addition to the study of set texts and work on practical literary criticism, A Level English Literature entails wide reading, including literary criticism – not only that suggested by teachers, but reading pursued for interest and enjoyment. The course aims to develop understanding, sensitivity, critical powers and the effective use of language to communicate ideas clearly and fluently. Anyone who does AS or A-Level English Literature must be prepared for a good deal of essay writing, the making of notes (your own, not your teacher's), independent thought and reading, and discussion in lessons which is not necessarily limited to the contents of the A-Level syllabus. It is unwise to attempt the course if you dislike reading, writing, talking or listening! Enjoyment of literature is paramount: we should like you to enjoy English Literature as much as we do!

GEOGRAPHY

Geography at Advanced level combines knowledge and analysis of current issues, develops practical skills, problem-solving techniques, allows study at all scales from local to global in different parts of the world and different types of environments. Geography complements other areas of study because of the breadth of understanding it gives.

Geography may be studied in combination with any subjects: Science, Arts, Humanities, Languages or Mathematics. The range of skills involved makes you adaptable and opens up a range of career possibilities e.g. law, finance, administration, town planning, environmental management etc.

Students will follow the Edexcel GCE specification which builds upon what they have already studied at GCSE, and focuses on developing an understanding of the interrelationships between people and their varied environments, and the questions, issues and problems which arise from those relationships. Our approach to study at this level enables the development of both general and geographical skills. The specification allows a balance between the students' own particular physical, human and other environmental interests, and key geographical topics that provide them with the knowledge, understanding and skills for further study at higher education, or for employment.

Advanced Subsidiary (AS)

Involves the study of both physical and human geography in 2 units:

Unit 1 (1½ hour paper)

Global Challenge - The meaning, causes, impacts and management of global challenges. How we can influence global challenge through our own lives.

Two compulsory units:

Topic 1: World at Risk

Topic 2: Going Global

Unit 2 (1 hour paper)

Geographical Investigations - How physical and human issues influence lives and can be managed.

Two topics out of the following four will be studied:

Topic 1: Extreme Weather

Topic 2: Crowded Coasts

Topic 3: Unequal Spaces

Topic 4: Re-branding Places

AS provides 50% of your Advanced GCE final award.

A2

Increases the breadth of study and deepens the student's understanding of the connections between the different aspects of Geography. A2 comprises 2 units:

Unit 3 (2½ hour paper)

Contested Planet - The use and management of resources.

There are six compulsory topics:

Topic 1: Energy Security

Topic 2: Water Conflicts

Topic 3: Biodiversity under Threat

Topic 4: Superpower Geographies

Topic 5: Bridging the Development Gap

Topic 6: The Technological Fix?

Unit 4 (1½ hour paper)

Geographical Research - One of the following research options will be studied:

Option 1: Tectonic Activity and Hazards

Option 2: Cold Environments - Landscapes and Change



- Option 3: Life on the Margins -
The Food Supply Problem
- Option 4: The World of Cultural Diversity
- Option 5: Pollution and Human Health at Risk
- Option 6: Consuming the Rural Landscape -
Leisure and Tourism

Geography is a vital subject for preparing young people for life in the 21st century and offers so much to the understanding of our planet. This syllabus is designed to address the key ideas and debates in our world today.

HISTORY

We follow the AQA specification and study a collection of vibrant medieval, early modern and modern topics chosen to develop girls' awareness of the variety of historical sources, approaches and scholarship that characterises advanced study in the subject. Girls will continue to develop their skills of critical reading, essay-writing and source analysis; they will be encouraged to work with an increasing degree of independence and to augment their individual research skills.

AS Level

In the AS-level course in the Lower Sixth, girls will study in depth two of the most important revolutions of the early modern period, through which peoples sought to re-shape their own political systems and societies. Girls will be encouraged to assess the extent to which these revolutions, driven in part by liberal, democratic principles, diverged from these ideals in their realities.

Unit 1: France in Revolution, 1774-1815, offers an overview of the causes, course and effects of the French Revolution, with attention to a variety of political, social, economic, cultural and intellectual influences that contributed to years of tumult and convulsion in France. The unit also examines the impact of both the Revolution and Napoleon not only on France, but also on its European neighbours.

Unit 2: Challenging British Dominance: The Loss of the American Colonies, 1754-1783, explores how British colonists in North America came to contest, rebel against and eventually cast off British rule, resulting in the creation of the United States of America. The study of the American Revolution and War of Independence will be situated in the wider context of European imperial rivalries.

A2 Level

In the Upper Sixth at A2 level, girls will explore similar themes of power and authority, as well as their challenges and limitations, in two chronologically and geographically distinct historical contexts from those studied at AS level.

Unit 3: The Angevin Kings of England: British Monarchy, 1154-1216, traces an important period of medieval English history during the reigns of Kings Henry II, Richard I 'Lionheart' and John. It spans an era marked by changing fortunes for the English crown, from its holders exercising dominance in the British Isles and over a large swathe of western France in the time of Henry II to a much-reduced position of royal authority by the end of John's reign. In addition to the kings themselves, the roles and influences of dynamic individuals such as Eleanor of Aquitaine and Thomas Becket will be explored, along with the crown's often fraught relationships with the Church and the barons, and momentous constitutional developments such as the signing of Magna Carta.

Unit 4: Historical Enquiry, gives each girl the opportunity to produce her own, independent, research-based, extended coursework essay arising from a taught course on **Russia, 1881-1991**. The introductory course will identify significant themes, developments and historical debates for this period of Russian history, with its landmark changes, including the emergence of a Communist state in the revolution of 1917, its subsequent apogee and eventual deterioration and collapse in the later twentieth century. On the basis of the taught programme girls will construct their own individual enquiries exploring an aspect(s) of the topic in depth, placed within the context and showing awareness of the full period.

Units 1, 2 and 3 are assessed by terminal examinations, while the 4,000-word coursework assignment for unit 4 is moderated externally. The examination papers are knowledge-driven, requiring girls to produce both short and longer essays based on their own historical knowledge; the unit 2 paper also contains an element of source analysis.

A-level History suits those who enjoy engaging with ideas in writing, both by undertaking set reading and producing their own essays. There is ample scope for discussion and debate, and at this level we encourage girls to become subject enthusiasts who, with teacher guidance and of their own volition, will read widely about historical topics both on and beyond the syllabus. It is not required for those selecting A-level History to have studied the subject at GCSE level, however girls in this position are strongly advised to speak with the Head of History about their subject choices and the work and commitment involved.

History provides a versatile subject option that can suit any A-level programme. Of course, it combines naturally with other Arts, Humanities, Social Sciences and language courses. Equally, as a literary subject, it offers an effective, logical complement to programmes otherwise concentrating in Sciences and/or Mathematics. The study of History involves assessing evidence and forming reasoned conclusions, developing the ability to articulate and justify ideas clearly and convincingly both on paper and in discussion, all of which are highly desirable skills.

Therefore, A-level History can lead to numerous degree courses and career ambitions. This has recently been recognised by the Russell Group of universities, which has designated History as one of nine 'facilitating subjects' at A-level preferred by the most competitive universities as strong preparation for undergraduate study.

MATHEMATICS

Both A Level Mathematics and A Level Further Mathematics are offered in the Sixth Form.

Mathematics in the Sixth Form consists of Pure Mathematics, Mechanics and Statistics. The combination and amount of each of the three subjects depends on the course being followed.

Pure Mathematics

This is considered as the core course. It involves a further study of algebra, trigonometry and vectors, started in the lower school. Other topics such as the mathematical modelling of real situations are introduced. The techniques and methods learned in this part of the course are needed for the solution of Mechanics and Statistical problems.

Mechanics

Mechanics analyses simplified models of the physical world, particularly those associated with movement. The forces causing and affecting motion are considered and predictions about subsequent actions can be made.

Statistics

Statistics studies methods of collecting, displaying and analysing data about the physical world. Skills acquired at GCSE are extended to deal with more complex problems.

Further Mathematics

Further Mathematics is studied with Mathematics as a two year course and involves studying Pure Mathematics, Mechanics and Statistics to a higher level dealing with more demanding situations. Methods are studied more rigorously and a greater number of techniques are taught.

Entry Requirements

GCSE Higher Level Mathematics should have been studied and grade A* or A obtained.

Subject Combinations

Mathematics combines well with both Arts and Science subjects. The skills learned complement Arts subjects when leading to degree courses in, for example, Financial Management, Business Studies, Law or Architecture. On the Science side, Engineering, Medicine, Computing, Mathematics and Natural Sciences are all areas of further study which have significant mathematical content. Although girls who wish to study Mathematics at University are encouraged to take both Mathematics and Further Mathematics, there are now few Universities that demand that both subjects have been taken at A level.

MODERN LANGUAGES

The Modern Languages Department offers the following courses:

AS Level French/German/Russian from September 2011
AS Level French/Spanish/Italian from September 2012

A2 Level French/Spanish/Italian from September 2011
A2 Level French/German/Russian from September 2012

The aim of these courses is to increase vocabulary and structures and develop the skills already acquired at GCSE. This is achieved by: listening to audio materials, reading texts, discussing aspects of modern life in the respective countries, translating and analysing articles in a variety of linguistic registers, oral presentations, linguistic exercises and free composition.

The discussion and essay work encompasses a wide range of topical social and political issues e.g. media, the environment, health, popular culture, family and relationships, contemporary social issues, racism, multiculturalism, the media, global trends, the Third World, women in society.

The department makes regular use of ICT and encourages independent reading.

Each student also works with an Assistant in small groups designed to provide intensive practice of oral skills.

In each language the course leads to examinations comprising:

- Written Language - including extended writing on prescribed cultural areas, reading comprehension, translation, précis writing, linguistic exercises.
- Spoken Language - a personal interview involving a variety of tasks e.g. role play, reporting, in depth discussion of topics.
- Listening Comprehension - audio material

Assessment is by terminal examinations only. There is no coursework.



Subject Combinations

Girls intending to study Modern Languages at university are advised to study two Modern Languages in the Sixth Form, although these need not both be to A2 (see below).

It is hoped that girls wishing to specialise in fields other than languages will take the opportunity provided by the AS scheme to continue with one or more languages at this level and thereby enhance their linguistic skills.

Prospective engineers should consider doing a language to AS or A2 level, since this widens the choice of university engineering courses and ultimately of jobs

Prospective lawyers should consider taking a modern language to AS or A2 level to gain a competitive edge for law course and job application.

An increasing number of university courses involve a foreign language component, placements and/or courses of study abroad. To take advantage of these exciting opportunities a student needs adequate linguistic expertise. Some university courses lead to a highly desirable dual qualification, valid in more than one European country.

MUSIC (AQA)

The Music course offers an exciting opportunity both for those who wish to study the subject further with a view to going to University or a Music College to study Music, and for those who wish to further the skills that they have acquired at GCSE to enhance their enjoyment of Music as an interest.

It is also possible for girls who have not studied GCSE Music to take up this subject at AS/A2 Level in the Sixth Form. Please talk to Mr Argust if you are interested.

The course builds on the three basic skills of GCSE; Understanding, Composing and Performing.

AS EXAMINATION (AQA)

Unit 1

Written Examination: Influences on Music

1½ hours, 30% of the total AS marks

You will be given questions using a CD of musical excerpts to test your listening skills. You will then write two essays, one from a choice of two based on a set work (Mozart's Jupiter Symphony) and one from a choice of two based on a study of Baroque Choral Music or The Musical from 1940 or Pop Music since 1960

Unit 2

Composing: Creating Musical Ideas

Coursework, 30% of the total AS Marks

You will respond to one task from a choice of three. Set tasks include four-part harmony, two-part writing, arranging or free composition.



Unit 3

Performing: Interpreting Musical Ideas

10 to 16 minutes duration, 40% of the total AS marks

You will offer two performances (each 5-8 minutes) from a choice of six, including solo, ensemble, second instrument, voice and opportunities for using music technology.

A2 EXAMINATION

Unit 4

Written Examination: Music in Context

2¼ hours, 20% of the total A-level marks

You will be given questions using a CD of excerpts to test your listening skills - like AS but more difficult. You will then write two essay questions, one question from a choice of two based on a set work (a symphony by Vaughan Williams or Mahler) and one question from a choice of two based

on a study of Chamber Music in the 19th Century or Choral Music in the 20th Century or Jazz from 1910 to 1950.

Unit 5

Composing: Developing Musical Ideas

Coursework, 15% of the total A-level marks

You will respond to one task from a choice of three. Set tasks include Bach Chorale, Haydn String Quartet, free composition and arranging.

Unit 6

Performing: A Musical Performance

15 minutes duration, 15% of the total A-level marks

You will offer two (or more) contrasting pieces to form a short programme as a Soloist, or using music technology or a combination of these.



PHYSICS

We are following the modern 'Advancing Physics' course developed by the Institute of Physics.

Advancing Physics offers you:

- Up to date physics: modern ideas and applications
- Variety: something for everyone; fundamentals and applications
- People and ideas: stories about where ideas come from and where they are going
- Real practical work: learning skills, investigating for yourself
- Using computers: tools, models, information
- Physics at work: medical and other applications, jobs physics can lead to
- Excellent preparatory work for careers in science, engineering, medicine and others such as law and journalism



Year 1 AS Course -

modular written exams 80% and coursework 20 %

Communications

1. Imaging - Digital imaging: in medicine, astronomy. Seeing inside matter. Eyes, lenses and human perception.

2. Sensing - Electronic sensors and instrumentation; understanding circuits.

3. Signalling - Digital communications: fax, telephone, email, television. Waves carrying information.

Designer Materials

4. Materials on test - Selecting natural and man-made materials for a job. How they behave and what they can do.

5. Looking inside materials - Explaining how materials behave: cracking, slipping, stretching, conducting electricity.

Wave and Quantum Behaviour

6. Wave behaviour - Waves on top of one another. Colours and sounds from waves combining. Trying to understand the true nature of light - a story from history. Interference and diffraction.

7. Quantum behaviour - The story of light brought up to date: quantum behaviour of photons. What is quantum behaviour? Finding that electrons do it too.

8. Mapping space and time - Mapping space: what vectors are and how they add together. Graphing journeys, finding distances and velocities.

9. Computing the next move - Air traffic control, relative velocity. Athletics, cars, aeroplanes: how accelerations work. Sky diving and tennis: falling under gravity. High speed trains: kinetic energy, potential energy.

Coursework

Instrumentation project - Quality of measurement – experimental task with attention paid to improving the quality of measurement and making valid inferences from the data.

Physics in Use - Research into a material of your own choice, and make a presentation about it (poster, Powerpoint, web page, video)

Year 2 A Level Course

Models and Rules

10. Creating Models - How to build simple computer models: exponential decay, harmonic oscillator, potential and kinetic energy.

11. Out into Space - Leaving Earth behind: the story of our exploration of the planets. Circular motion, gravitational fields, gravitational potential, momentum.

12. Our place in the Universe - Reasons for supposing that we live in an expanding Universe. Measuring the Universe. Where relativity comes from.

Matter in Extremes

13. Matter: very simple - Predictions from simple chaos inside matter: kinetic theory of gases, thermal capacity, energy, conservation of energy.

14. Matter: very hot and cold - Temperatures from absolute zero to millions of degrees. Liquid nitrogen, plasmas, biological materials. Pure random behaviour gives predictions. Boltzmann Factor.

Fields

15. Electromagnetic Machines - How electromagnetic machines work and deliver power; transformer, dynamo, motors. Motive power present and future.

16. Charge and field - Accelerators: charges moving in electric and magnetic fields. Comparing electric and gravitational fields. Electric potential.

Fundamental particles of matter

17. Probing deep into matter - How to see inside atoms and the nucleus. Fundamental particles and particle physics.

18. Ionising radiation and risk - Uses and risks of ionising radiation: radioactive decay. Tracers in medicine, nuclear stability, $E = mc^2$.

Coursework - modular written exams 80% and coursework 20%

Practical Investigation - Follow up a problem of your own choice.

Research Report - Research into and report on a topic of your own choice.

Is it difficult to get a top grade in A-level physics?

Physics is perceived as a challenging subject, but experience shows that physics examination results compare very well with the results of other subjects. A wide range of science and non science-related employers think very highly of the A-level physics qualification.

Is it important to take mathematics at AS level?

Mathematics is a tool of physics and is very useful. However, the course has been designed so that any mathematics not covered at GCSE is taught within the physics course. A number of girls happily study physics without AS mathematics each year.

Is physics required for medicine?

Although physics is not a mandatory subject for entry into medical school, it is widely accepted that it is a very important subject for all branches of medicine. In fact, in the majority of medical schools in the States and in Europe it is a mandatory subject.



Physics students trip to Alton Towers

PSYCHOLOGY

The specification is the AQA Psychology – Specification A.

Psychology at Advanced level develops the skills of analysis, interpretation and evaluation. It also provides opportunities for practical work, discussion and debate. The examination includes short answer questions, some basic calculations, data analysis and extended writing.

The specification gives a suitable foundation for further study of Psychology or related subjects in higher education. Equally, material studied is useful for students intending to pursue business careers. Psychology is a suitable choice also, for students wishing to keep their options open as it can complement a wide range of subjects.

AS - comprising of two units.

Unit 1 - Cognitive Psychology, Developmental Psychology and Research Methods

Cognitive psychology *Memory: models of memory including their strengths and weaknesses. Eye witness testimony. Memory improvement.*

Developmental psychology *Attachment: types, explanations and cultural variations. Deprivation, privation and institutionalisation. Day care and social development.*

Research Methods *Quantitative and qualitative research methods; research design and implementation; data analysis*

Unit 2 - Biological Psychology, Social Psychology and Individual Differences.

Biological psychology *Stress: Stress as a bodily response, factors affecting stress. Stress management*

Social psychology *Majority and minority influence; obedience, explanations; individual differences*

Individual Differences *Definitions of abnormality, Biological and psychological approaches to psychopathology, Biological and psychological therapies*

A2 - comprising of two units

Unit 3 - Topics in Psychology.

An opportunity to develop knowledge and understanding of some of the psychological approaches covered at AS.

Unit 4 - Psychopathology, psychology in action, Research Methods.

Psychopathology *Developing knowledge and understanding schizophrenia. This includes explanations, therapies and issues of clarification and diagnosis.*

Psychology in action *Developing knowledge and understanding in media psychology. This includes media influences on social behaviour, persuasion and attitude change and the attraction of 'celebrity'.*

Research methods *Continued development of an understanding of the nature of science and scientific method.*

RELIGIOUS STUDIES

A level Religious Studies offers a rigorous academic subject which will hone and develop your skills of independent research and critical analysis and your capacity for empathy accompanied by sensitive insight. You will be encouraged to evaluate a wide range of differing views and perspectives, exploring key theological, philosophical and ethical ideas and concepts.

This is a popular Advanced level subject and in the past students have combined A level Religious Studies with a wide range of subjects (Arts and Sciences); recent leavers have taken up degree courses in English, Law, Psychology, Medicine, Dentistry, Philosophy, Languages, Anthropology and even Mathematics! Those reading Theology have progressed to varied careers including Law, the Civil Service, Management, charity work and even R.S. teaching! Theology degree courses have recently been followed at Oxford, Durham, Cambridge, Birmingham, Edinburgh, Nottingham, Leeds, Cardiff, Manchester, Kings (London) and Princeton (USA).



The course is open to all pupils, whatever their religious background (or lack of it). GCSE Religious Studies, though very helpful, is not essential as long as you are prepared to undertake required reading to 'bridge the gap'.

Course Content

AS LEVEL

Unit 1A: Ethics

What does it mean to make ethical decisions?

This module examines three different responses to this question from a Utilitarian, Situation Ethics and Religious perspective. Students will learn how to apply the theories to moral issues such as IVF, Organ Transplants, Abortion, Euthanasia and Adultery.

Unit 1J: World Religions 2 (Judaism)

A number of 'bridges' with GCSE work here, but also many new themes. Topics include: God and His people; the Nature of God; the Covenant and challenges to traditional ideas about God in the 21st Century; aspects of worship and festivals (Shabbat, Yom Kippur and Pesach); and different traditions within Judaism (Orthodox and Reform).

There is no coursework.

Assessment will be by two terminal examinations, each of 1 hour 15 minutes.

Each unit accounts for 50% of the total AS mark.



ADVANCED LEVEL

Unit 3B: Philosophy and Religion

This unit explores classical proofs for the existence of God, including the ontological argument as presented by Anselm and Descartes. The problem of evil (theodicy) and the nature of religious language are also considered. Exploration of the topic of 'Body, Soul and Personal Identity', includes a study of philosophical problems raised by the concept of the Soul, Life after Death & Near Death Experiences.

Unit 4: Religion and Human Experience

Unit 4a: Life, Death and Beyond

This unit explores Religious, philosophical and secular perspectives on the nature and value of human life, eschatology and apocalyptic and beliefs about death and beyond. The blend of philosophical, ethical and religious strands in this programme will provide an excellent skill base for study at University.

Religious Studies is well regarded by University admissions tutors, who prize analytical and evaluative skills and the ability to think and write dialectically. As a department, we enjoy an excellent track record of success.

THEATRE STUDIES

The Edexcel A-level course in drama and theatre studies places an emphasis on drama and theatre studies as a practical, intellectual and artistic subject. This specification provides a strong balance between exploring plays, creating and performing theatre, analysing practitioners, and critically evaluating all of these elements.

The A-level Theatre Studies course has a four unit structure divided equally over two years (50% AS and 50% A2).

Unit 1 Exploration of drama and theatre

The first unit is divided into two sections, the first being an exploration of two plays, and the second an evaluation of a live theatre performance.

Interpretation and understanding of two plays (eg, *Equus* by Peter Shaffer, and *A Doll's House* by Ibsen), culminating in an internally assessed coursework piece. Students will be required to demonstrate an understanding of the ways in which playwrights create theatre, and are affected by social, cultural and historical influences. Students will produce a set of Exploration Notes based on individual research and response



to the practical work. Students are also given the opportunity to experience a live theatre performance and submit a detailed evaluation of the performance and techniques.

Unit 2 Text in performance

This practical unit is divided into two sections, firstly a group performance, and secondly, an individual performance.



The module culminates in a practical examination of acting or design skills in a directed production of a play. In this externally assessed unit, students must demonstrate their effective use of performing or design skills, and the manner in which they communicate their interpretation of a play to an audience. Additionally, students must offer either a monologue or duologue from a different play to that offered in the first section. Students will also provide a rationale of their interpretation of their chosen roles.

A further two units are then taken in the U6 year to qualify for the full A level (A2)

Unit 3 Devising

Teacher assessment of the making and performing of a devised piece

of theatre.

Students will employ knowledge of theatre styles (eg, physical theatre, absurdist, naturalistic) to inform the creation of an original piece of theatre. Students will be assessed on the research and development of their work as well as the final performance in front of an audience. They are also required to complete an evaluation of both the process and performance of their work.

Unit 4 Theatre text in context

This externally assessed unit takes the form of a two and a half hour written paper.

There are 3 sections to the paper. In Section A and B, one play should be studied and explored from the point of view of a director, from a choice of three set texts. It will be expected that students will explore the play in both an academic and a practical way.

In Section C, a selection must be made of one, from a choice of three, historic periods of theatre history. A live performance of a play from the chosen period must be experienced and evaluated, and a comparison made with the original staging conditions of the play. This unit will be externally set and assessed.

Theatre Studies is designed to enable students to acquire a knowledge and understanding of the language of drama as well as to develop their performing and analytical skills. In the roles of director, actor and critic, students become individual thinkers determining their own interpretations and judgements of the history and practice of theatre. The qualification provides students with the opportunity to analyse plays, writers and theorists in an intensive, yet dynamic environment - nurturing a passion for the philosophy of creative communication.

GENERAL STUDIES

General Studies is taken by all girls in the Sixth form at KEHS and is seen as a complement to pupils' AS and A level studies in other subjects.

A course in General Studies requires students to achieve a breadth as well as a depth of knowledge and to make connections between, and integrate ideas across, subject disciplines. The course provides opportunities for examining issues, evaluating evidence and making judgements from a broad standpoint. Students will acquire a greater awareness of the world around them.

All girls are entered for the AQA General Studies examinations, which have two strands at both AS and A2 level: Culture and Society, and Science and Society.

In the Lower 6th, all girls have periods of 'Block Studies' of five sessions which they take in rotation: Global Issues, Politics, Communication Skills, Critical Thinking and Art Appreciation. The Communication Skills course includes advice about sources of careers information and interview techniques.

In the Upper 6th short option courses are taken. Each girl chooses 4 out of the 6 courses on offer. In addition, all girls work on a Case Study within the 'Science and Society' section of the course. The course units in the General Studies programme are seen as an integral part of Sixth Form education, valuable in their own right. At the same time they serve as a backdrop to the AS and A2 General Studies examinations.



Lectures are included in the course. These are given by outside speakers on a variety of subjects to broaden girls' knowledge.

In Friday afternoon blocks, all girls choose from a wide variety of practical subjects. For the current year, these are: Ceramics, First Aid, editing our termly newsletter, Food Studies, Design and Construct, Practical Theatre, Child Development, school magazine, Lifeguarding, Engineering Education scheme, Community Service, Leadership, Sailing, Canoeing and Kayaking.



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