

Sixth Form Course Booklet



for September 2017 entry





Welcome to Kingsdale Foundation **School Sixth Form**

We invite you to visit our exciting specialist selective Sixth Form for Year 12 academic students.

Kingsdale is one of the most popular schools in the country and provides exceptionally rich opportunities to challenge students at post-16 level. Situated in the heart of Dulwich, our exciting and specialist post-16 provision caters for 200 students who study a range of traditional and innovative courses in preparation for admission to top universities, further or higher education or training in the United Kingdom, Europe or the United States of America. Access to each Study Programme and course will be determined by individual student attainment. All courses will continue to be taught by a minimum of two highly qualified members of staff with a track record of success. Offers will be made in line with our published admission arrangements.

Average class sizes are approximately less than 10 students across all subjects. We have one of the best pupil to teacher ratios of any secondary school in London.

Scholarships are available for students who display particular aptitude in mathematics and the Creative and Expressive Arts (Art, Theatre, Music). Students at scholarship level at Key Stage 4 at Kingsdale will be granted an automatic Scholarship at Key Stage 5 on entry to the Sixth Form subject to the usual conditions. Scholarships in mathematics and the Creative and Expressive Arts will be made available to external applicants who meet our entry requirements and show the necessary aptitude. Scholarships will continue to be paid at the nominal rate of £1,000 per annum.

Sixth Form students at Kingsdale benefit from access to top university provision for undergraduates, including one-to-one tuition, as well as state of the art facilities which reflect our £30m redevelopment. These facilities include a fully refurbished Sixth Form Study Centre, modern class rooms equipped with HD interactive teaching resources, high specification music, drama, art and science facilities and an award winning lecture theatre. Students have access to iPads, PCs, Apple Macs, laptops, wireless technology and a Virtual Learning Environment and we introduced one to one mobile technology across the school from September 2015 i.e. students will benefit from having the opportunity to use a personal iPad safely for educational purposes, as appropriate, in school and at home!

All students at Kingsdale are encouraged to participate in our 'Trips of a Lifetime' programme. Subsidised excursions to amazing destinations such as Japan, Namibia, Brazil, the USA and the French Alps are organised every year. Our well established Sixth Form trip to the United States to visit top institutions including Harvard and Yale, provides students with exciting opportunities to broaden their horizons and offers support for those students considering higher education abroad.

An extensive and exciting post-16 enrichment programme operates throughout the week offering students access to a broad range of activities including community volunteering, work experience, debating and a wide selection of sporting activities.

Application forms, including scholarship application forms, can be obtained from the school on request.

For further information, visit www.kingsdalefoundationschool.org.uk or email sixthform@kingsdale.southwark.sch.uk





Josh will not only be studying Philosophy, Politics and Economics at Oxford University but with the help of his School he has won a Scholarship to pay for his entire tuition fees! He has a lot to smile about!!

fees! He has a lot about!!

Flo has used her outstanding results (A*,A*, A, A) to secure a place at Oxford University to study English!

Ellen, Holly & Alberta celebrating their proud A Level Results!





William has used his A*, A* & A grades to win a double Scholarship to Bristol where his tuition, accommodation, year abroad & living costs of over £40,000 will be paid thanks in no small part to Kingsdale!

Summer 2016 Exam News Champions of High Achievement!

Kingsdale achieved its best ever A Level results with some exceptional individual performances including students going on to Oxford and to study Medicine. 40% of our students going to University will be attending a highly prestigious Russell Group or 1994 college.

We also had another outstanding set of Year 11 GCSE outcomes with **over 40%** of all results achieved awarded an **A* or A grade!** The number of students gaining multiple A*/A grades at GCSE level was at an all time high. **150 students** achieved 3 or more A*/A grades, **over 50 students achieved 10 A*/A grades or higher and approximately 80 students achieved 8 or more A*/A grades!**

Top 20 Star Achievers

Oonagh Cox 13A*s, 2As, D*Benedict Crossey 12A*s, 2As, D* Imogen Shovlin Sweeney 11A*s, 3As, D* Meera Virdee 11A*s, 2As, D* Melissa Agoro 10A*s, 3As, D* Amalia Thorogood 10A*s, 3As, D* Isaac Brown 9A*s, 5As, D* Mathew Lee 9A*s, 5As, D*Angus Mackley 9A*s, 5As, D* Isabel Coullier 9A*s, 4As, D* Evie Harms 9A*s, 4As, D* Eliza Dora-Goldsmith 8A*s, 7As, D* Louis Griffiths 8A*s, 6As, D* Cerys Lawrence 8A*s, 5As, D* Harvey Dawson 8A*s, 3As, D* Arturo Polizzi 8A*s, 3As, D* Oliver Simpson 7A*s, 7As, D* Moyenda Lowe 7A*s, 5As, D* Solomon Yapp 7A*s, 5As, D* Agnes Perotto-Wills 7A*s, 4As, D* Eleanor Trudinger 7A*s, 4As, D*

 D^* { Distinction* ~ A^* }

This has been another outstanding set of Year 11 provisional GCSE results for Kingsdale with many truly exceptional individual and subject performances. Highlights under the new DfE measures include:

- Stunning individual performances (see following pages)
- Students achieved 1,325 A*/A grades at GCSE level
- Over 40% of all grades achieved were A*/A
- ~ 80% of students achieved the new English & mathematics threshold
- ~ 50% of Students achieved the English Baccalaureate
- Over 50% of students achieved an A*/A grade in English
- Over 80% of students achieved top grades in Double and Triple Science
- The performance of boys and girls was very similar bucking the national trend
- 100% A*- C pass rate in 14 subjects
- 20 students achieved 3 or more A*/A grades in Year 10



Oliver, Benedict & Mathew achieved an amazing 31 A* & 14 A grades at GCSE level between them!



Connie, Helen & Lauren achieved an incredible 20 A* & 14 A grades at GCSE level between them!



Evie, Arturo & Cerys achieved a staggering 28 A* & 12 A grades at GCSE level between them!

A special commendation is awarded to the following students who achieved 10 or more A*/A grades!

Tiberiu Ancu, Samuel Barnham, Maddie Butler, Emily Chan, Saira Chohan, Cyrus Edgcombe, Lauren Green, Elinor Griffiths, Elsie Hagan, Zoe Jackson, Marina Lee, Leila Malik, Fiona McIntosh, Anya McQueen, Mai Ho, Anand Mateos Ambekar, Juri Miller, Loukia Petratou-Wells, Tacita Quinn, Ruby Robinson, Paul Rothero, Jade Saxty, Elian Shamkhi Al-Sabti, Hamish Stroud, Finlay Taylor, Bradley Terry, Zac Tranah, Ella Turtle, Lettie Ward, Connie Willis and Ruby Willmore

We congratulate all of our students, parents and staff for successfully collaborating to produce such an amazing set of results and to every student who exceeded or fulfilled their potential!

Star of the Future!

Special acclaim must go to Elba Feo, pictured below, who achieved an amazing 6 A*s at GCSE level when she was in Year 10 a year early!



Post 16 Scholarships



The audition for Music scholarship is intended to discover musical aptitude and potential. Applicants will be invited to attend an audition in which they will be expected to perform two pieces of music, instrumental or vocal and respond to aural tests. This will be followed by a short informal interview.

- Full Scholarship
- Gifted and Talented
- Half Scholarship

Different types of Scholarships

Full scholarship

As a Full Music scholar you would be expected to:

- 1. Attend instrumental /vocal lessons regularly (individually).
- 2. Attend the weekly Gifted and Talented Programme.
- 3. Participate in the allocated instrumental ensemble or choral rehearsals.
- 4. Perform in formal and informal concerts.
- 5. Attend organised visits to hear and see concerts, musical theatre and other such events.
- 6. Attend workshops with Professional Musicians.

Half Scholarship

- 1. Attend instrumental /vocal lessons regularly (small group tuition).
- 2. Attend the weekly Gifted and Talented Programme.
- 3. Participate in the allocated instrumental ensemble or choral rehearsals.
- 4. Perform in formal and informal concerts.
- 5. Attend organised visits to hear and see concerts, musical theatre and other such events.

Gifted and Talented

- 1. Our Gifted and Talented programme includes:
- 2. Group Tuition.
- 3. Full access to Gifted and Talented provision within the Borough and School.
- 4. Music related trips.
- 5. Attend additional practice sessions, workshops and other events as required.
- 6. Participate in music events inside and outside school.

For all Post 16 Music Scholarship queries, please contact Mrs M. Graham, **Director of Performing Arts** performarts@kingsdale.southwark.sch.uk



The Art Scholarship programme enables our gifted and talented students to have access to accelerated learning practices in Fine Art, Textiles and Photography. The programme is designed to broaden the knowledge of Art for theoretical skills in the subject. This specialist programme will also help them achieve excellent results in their external examinations.

We also prepare students for Art Foundation and university courses. In order to apply for the external scholarship you will need to submit a portfolio of recent personal art work wich may include both 2D and 3D art work, as well as sketchebooks. If you are currently a scholar at Kingsdale, a submission of a portfolio will not be necessary.

The Art Department has extensive facilities including a ceramic room with a kiln, a photographic darkroom and a Mac computer suite. Students are encouraged to utilise the facilities on offer.

Those students who are part of the programme will participate in a wide range of exciting and inspiring sessions including:

- Workships lead by educators from external agencies such as the Dulwich Picture Gallery and the Courtauld Institute.
- All students will participate in life drawing workshops.

- Outreach sessions lead by practicins Artists in Residence.
- Art competitions organised by leading galleries and Art institutions such as the ARTiculation Prize in collaboration with the Roche Court Educational Trust.
- Students will be invited to take part in workships with external agencies and Art institutions, scuh as the Royal Drawing School, the Tate Educational Art Workshops and the South London Gallery Drawing Club. They may also attend lectures and talks to run by the leading galleries.
- Students will participate in community Art Projects.
- Students will receive individual tutorials to ensure they are working to their full potential and enjoying the programme.
- Students will be invited to visit exhibitions at the main London galleries.
- Students will put an exhibition together celebrating their artwork.

Art Scholarship students will receive specialists equipment to help them with their studies.

For further enquiries contact Mrs G. Howell, Head of Art Faculty performarts@kingsdale.southwark.sch.uk

Post 16 Theatre Scholarship



What we are looking for in a theatre scholar:

Someone with a passion for Theatre and the Arts with an experience of both performing and directing for stage.

Application process:

- Completion of the scholarship form
- Students applying for the scholarship must have chosen to study Drama and Theatre studies at A level.
- 15 minute interview
- Pre prepared performance of a 2 minute monologue of your choosing

What we are offering to our theatre scholars:

The scholarship will include a personalised programme that could focus on either a specific area or range of areas within the theatre that you would like to specialise in.

Other benefits include:

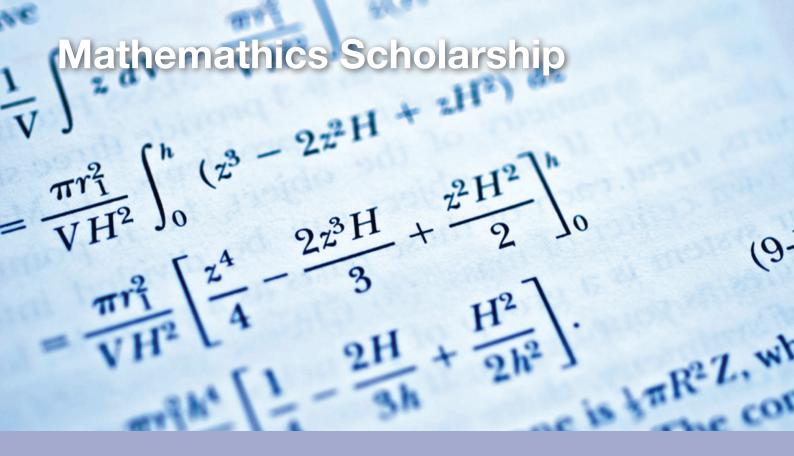
- Free theatre tickets.
- Places on specialised courses that focus on directing, acting and producing.
- Working with professionals and attending events led by professionals.
- Attendance to a range of specialised courses that focus on the art of direction, acting and production. Responsibility for the leadership of

- The Kingsdale Theatre Company.
- One to one support with an acting coach for auditions.
- A visit to the 'Careers in the Arts' fair.
- A range of different work experience
 placements in theatres and with companies
 around London organised by the school. This
 will be your opportunity to explore a number of
 different roles within the Theatre Arts.
- Opportunities to attend a number of professional castings.
- Half termly visits to the theatre, this equates to at least 6 visits per year and in most cases will include more.
- Financial support towards costs incurred at auditions for further education courses.
- A yearly development plan where you will be able to highlight a number of development opportunities you would like to be part of.
- Mentoring.

What is expected of you as a scholar?

- Commitment and dedication to the subject.
- Meeting all deadlines.
- 95% Attendance.
- Promotion of the subject at Open Evenings and a number of school events.
- At least 1 performance per year with The Kingsdale Theatre Company.

For more information contact Mrs L. Milner, Head of Drama performarts@kingsdale.southwark.sch.uk



Mathematics 6th form Scholarship Programme

Prospective students make application when applying to Kingsdale 6th form by completing the KFS Mathematics scholarship form.
Candidates will be required to take a Kingsdale Senior Mathematics scholarship test, which will determine whether the student gains the scholarship status. The assessment is approximately an hour long.

The programme is designed to expose students to university Mathematics courses that they could consider while studying Mathematics at 6th form. A 6th Scholar participates in student conferences and workshops organised by various Universities. They also have taster days at different universities and they will be taught by university lectures of different mathematics modules. Part of the sessions will be helping prepare the students with their C1 to C3 exams including S1 and D1 modules.

Within school, students will be mentored by a maths teacher who will be following their progress and reporting if the student is not making progress. A plan of action will be agreed between the student, mentor and the coordinator as to how to support the student.

Requirements:

Students must be planning to study a mathematics related degree programme at university at the end their 6th form.

For more information contact Mr M. Bright, Head of Maths maths@kingsdale.southwark.sch.uk

$$A = \frac{1}{2}AB SINC = \frac{1}{4}B^{2} + C^{2}$$

$$C^{2} = \hat{C}^{2} + 6 \hat{C}^{2} = 2ab cos(c)$$

$$27/32 = 0.845 1/1$$

$$1 - \frac{1}{2} + \frac{1}{2} \sum_{n} \frac{1}{2}$$

$$B^{2} = cos^{2}(C - 2ab cosc)$$

$$= a^{2}(cos^{2}C + 5 \ln^{2}C)$$

$$C = a^{2} + c^{2} - 2ac cosc$$

$$A = Rr^{2} \frac{10}{25}$$

Post 16 Level 3 Subjects



Study Programmes

Students are strongly advised to consult the course outlines contained in this document carefully before making any choices on their application form. Particular notice needs to be paid to course entry requirements and how subjects link to student aspirations, i.e. higher education and careers. This information can be found at the end of each course entry, along with contact details for a member of staff who can provide further assistance should this be required.

Please also note that the ability of a course to run is based on the numbers of students who wish to pursue it. Students should also be aware that in some limited situations, timetabling constraints may result in a particular combination of subjects not being possible.

Students are also advised that post-16 education is currently subject to a number of national reforms, particularly the phased introduction of linear A Levels to replace AS and A modular courses. Please refer to the enclosed subject specifications for information on how national qualification reforms are affecting particular subjects and ensure that you ask any specific questions relating to how changes to courses will affect you at your Information and Guidance application meeting.

There are three clear Study Programmes to post-16 learning at Kingsdale Foundation School. These are as follows:

Programme 1 – Baccalaureate

Minimum Entry Requirements – 5 GCSE Grade A or equivalent achieved in Year 11

Programme 2 – Advanced

Minimum Entry Requirements – 5 GCSE Grade B or equivalent achieved in Year 11

Programme 3 - Transition

Minimum Entry Requirements – 5 GCSE Grade D or equivalent achieved in Year 11

Programme 1 - Baccalaureate

Minimum Entry Requirements - 5 GCSE Grade A or equivalent.

Students will take a maximum of three linear A Level courses with an additional linear AS course in Year 12. Students also take additional qualifications including the Extended Project Qualification (EPQ) leading to the AQA Baccalaureate award in Year 13.

Students also follow an enrichment programme which includes the options of the Duke of Edinburgh Award, or Community Service. Please see our Enrichment Offer booklet, available on our website and from the School Office, for more information.

Programme 2 - Advanced

Minimum Entry Requirements - 5 GCSE Grade B or equivalent.

Students will take a maximum of three linear A Level courses with an additional optional linear AS course in Year 12.

Students also follow an enrichment programme which includes the options of the Duke of Edinburgh Award, or Community Service. Please see our Enrichment Offer booklet, available on our website and from the School Office, for more information.

Level 3 courses

*Linear A Level courses for the majority of subjects will have been introduced by September 2017

AS/A Level	Food Technology	Philosophy
Art and Design* Applied ICT Business Studies* Biology* Chemistry* Computer Science*	French* Further Mathematics Geography* German Government and Politics History* Mathematics	Photography* Physics* Product Design Psychology* Spanish* Sociology* Textiles*
Drama & Theatre Studies*	Music Technology	Textiles

Level 3 BTEC Music Performance

Pathway 3 - Transition

Minimum Entry Requirements - 5 GCSE Grade D or equivalent.

Music*

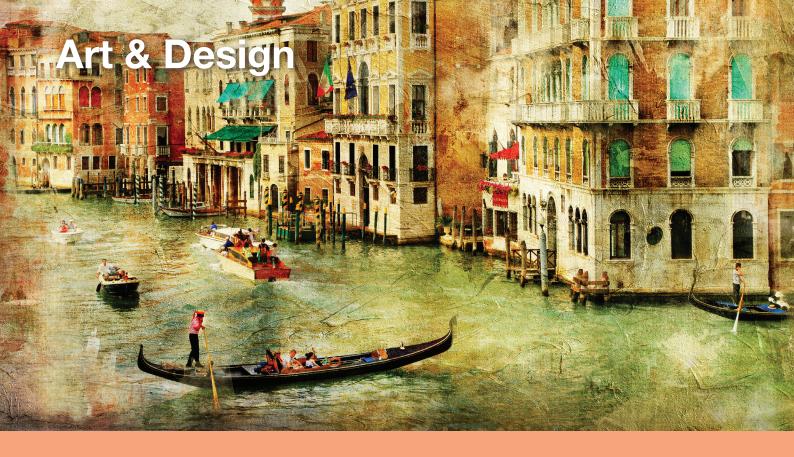
Students study English, Mathematics and Science GCSEs along with other Level 2 subjects. There is clear opportunity for progression onto Level 3 courses at the end of the first year, subject to GCSE grades attained. Students also follow an enrichment programme which includes the option of Duke of Edinburgh and Community Service. Please see our Enrichment Offer booklet, available on our website and from the School Office, for more information.

Level 2 courses

All courses below are offered at Level 2 (GCSE or equivalent).

- Mathematics GCSE
- English Language GCSE
- Science GCSE (double award)
- Health and Social Care GCSE
- Information Communication Technology GCSE
- Business Studies GCSE

Students on this Pathway, may progress at the end of Year 12 to the Advanced Pathway subject to entry requirements for Level 3 courses. Please see the separate Level 2 Course Booklet for specific course details.



Title of the courses:

AQA GCE AS: Fine Art (one year course)
AQA GCE A Level: Fine Art (two year course).

Entry Requirements: Grade B GCSE Art and Design.

What is Art and Design?

In Art and Design, students will explore a wide range of 2D and 3D materials and techniques following the Fine Art endorsement.

AS Students, taking the one year course will study two components:

Component 1 (Coursework).

8 weeks of workshops followed by a personal development of the theme.

Component 2 (Externally Set Assignment).

Students will culminate skills learnt, to produce personal exploratory work and a personal response to the externally set assignment. They will produce a personal outcome in the 10 hour Timed Test.

Assessment:

Component 1 is worth 60% of the overall grade for AS.

Component 2 is worth 40% of the overall grade for AS.

A level students, taking the two year course will study two components:

Component 1 (Coursework).

Personal Investigation.

Component 2 (Externally Set Assignment)

Students will culminate skills learnt, to produce exploratory work and a personal response to the externally set assignment. They will produce a personal outcome in the 15 hour Timed Test.

Assessment:

Component 1 is worth 60% of the overall grade for A level.

Component 2 is worth 40% of the overall grade for A level.

Where will it lead?

An A Level in Art & Design, can help students prepare for further study or careers in a vast range of options, such as; advertising, television and media, architecture, interior design, fashion and all other forms of design, from engineering to graphics.

Links with other courses?

A Level Art & Design goes very well with most other subjects, especially Technology, Drama, Music and Media Studies.

For more information contact Mrs G. Howell, Head of Art Faculty performarts@kingsdale.southwark.sch.uk



Title of the courses:

AQA GCE AS: Art and Design: Textile

Design (one year course)

AQA GCE A Level: Art and Design: Textile

Design (two year course).

Entry Requirements:

Grade B GCSE Textile Design or grade B GCSE Art and Design.

What is Textile Design?

Students will produce practical and critical/ contextual work in the following areas of study: art textiles, printed and dyed fabrics, constructed textiles, digital textiles, fashion textiles, fashion design, costume design. Students will generate and develop their own ideas from a given design brief.

AS Students, taking the one year course will study two components:

Component 1 (Coursework)

8 weeks of workshops followed by a personal development of the theme.

Component 2 (Externally Set Assignment)

Students will culminate skills learnt, to produce personal exploratory work and a personal response to the externally set assignment. They will produce a personal outcome in the 10 hour Timed Test.

Assessment:

Component 1 is worth 60% of the overall grade for AS. Component 2 is worth 40% of the overall grade for AS. A level students, taking the two year course will study two components:

Component 1 (Coursework)

Personal Investigation.

Component 2 (Externally Set Assignment)

Students will culminate skills learnt, to produce exploratory work and a personal response to the externally set assignment. They will produce a personal outcome in the 15 hour Timed Test.

Assessment:

Component 1 is worth 60% of the overall grade for A level.

Component 2 is worth 40% of the overall grade for A level.

Where will it lead?

An A Level in Textile Design, can help students prepare for further study or careers in a vast range of options, such as; advertising, television and media, architecture, interior design, fashion and all other forms of design, from engineering to graphics.

Links with other courses?

A Level Textile Design goes very well with most other subjects, especially, Art and Design Technology, Drama, Music and Media Studies.

For more information contact Mrs G. Howell, **Head of Art Faculty** performarts@kingsdale.southwark.sch.uk



Title of the courses:

AQA GCE AS: Photography (1 year course) AQA GCE A Level: Photography (2 year course).

Entry Requirements: Grade B GCSE Photography or grade B GCSE in Art and Design.

What is Photography?

Photography is an exciting course, which will develop critical and cultural understanding. It will enable students to develop personal, creative responses, whilst teaching the formal elements of photography and art and design. Students study both contemporary and traditional approaches to Photography and develop their camera skills on both digital and analogue SLR cameras.

AS Students, taking the one year course will study two components:

Component 1 (Coursework)

8 weeks of workshops followed by a personal development of the theme.

Component 2 (Externally Set Assignment).

Students will culminate skills learnt, to produce personal exploratory work and a personal response to the externally set assignment. They will produce a personal outcome in the 10 hour Timed Test.

Assessment:

Component 1 is worth 60% of the overall grade for AS. Component 2 is worth 40% of the overall grade for AS.

A level students, taking the two year course will study two components:

Component 1 (Coursework)

Personal Investigation.

Component 2 (Externally Set Assignment).

Students will culminate skills learnt, to produce exploratory work and a personal response to the externally set assignment. They will produce a personal outcome in the 15 hour Timed Test.

Assessment:

Component 1 is worth 60% of the overall grade for A level.

Component 2 is worth 40% of the overall grade for A level.

Where will it lead?

An A Level in Photography, can help students prepare for further study or careers in a vast range of options, such as; advertising, television and media, architecture, interior design, fashion and all other forms of design, from engineering to graphics.

Links with other courses?

A Level Photography goes very well with most other subjects, especially Art and Design, Textile Design, Technology, Drama, Music and Media Studies.

For more information contact Mrs G. Howell, Head of Art Faculty performarts@kingsdale.southwark.sch.uk



Modern Foreign Languages

Title of course: French/German/Spanish A Level

Entry Requirements: Grade B GCSE

What is GCE French / German / Spanish?

The course rewards Advanced-level language skills and knowledge through student focused assessment. With appealing content and opportunities to gain greater understanding of other cultures, it will prepare students to become well-informed and effective communicators.

What will I study?

The GCE has 4 units, two studied in Year 12 and two in Year 13.

Year 12: AS Level:

Students study four different topic areas throughout the year to generally raise their level of the language.

- Media
- Popular Culture
- Healthy Living / Lifestyle
- Family / Relationships

A Level:

Students extend their grammatical knowledge acquired in Year 12 and focus on the following topic:

Environment

- The Multicultural Society
- Contemporary Social Issues and
- Two Cultural Topics from a range of topics for example; a period of 20th century history, an author, a director or a painter.

Where will it lead?

Add a language to your CV and see off competitors in the jobs market.

You don't have to become a translator or interpreter for a language to be useful in your career. As globalisation accelerates, the ability to communicate internationally is becoming necessary for many businesses, and as a consequence many university courses include or can be combined with a language component.

Combining another subject with a language at university often allows for a year to be spent studying abroad with eligibility for ERASMUS funding and exemption from tuition costs.

The University of Cambridge and many of the Russell Group universities name Languages as one of the A Level subjects that will keep your higher education options open.

Achieving fluency in a foreign language is a skill which others will envy and admire in your personal and professional life.

Links with other courses?

A GCE language links easily with History, Philosophy, Science, Geography, Politics, Law, Medicine, Business, Art and Drama.



Latin

Title of course: Latin A/AS Level

Entry Requirements:
Grade B OCR GCSE Latin
Grade A WJEC Level 2 certificate

What is GCE Latin?

The Latin course builds on the study of language and literature that students have completed in their GCSE course. They acquire the language skills to enable them to read literary texts, both prose and verse, in the original language. Students have the chance to study texts covering a wide range of discipline such as history, philosophy, literature, religion and politics.

What will I study?

Latin language, prose comprehension, prose literature and verse literature.

Unit 3 and 4: Prose and Verse Literature – each worth 25% of total A level

Candidates answer both comprehension and essay style questions on passages of Literature which have been studied during the course.

Where will it lead?

Transferable skills – Learners can acquire the confidence to approach language sensitively and

critically, thanks to the focus on analytical and evaluative skills.

The University of Cambridge and many of the Russell Group universities name Latin as one of the A Level subjects that will keep your higher education options open.

Achieving fluency in a Latin is a skill which others will envy and admire in your personal and professional life.

Links with other courses?

GCE Latin links easily with History, Science, Geography, Politics, Law, Business, Art and Drama.

For more information, contact: F Navarro (Head of Languages) / Mr Hood (Head of French) / Miss Klingler (Head of German) mfl@kingsdale.southwark.sch.uk

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Title of Course: Maths AS/A Level

Why study mathematics

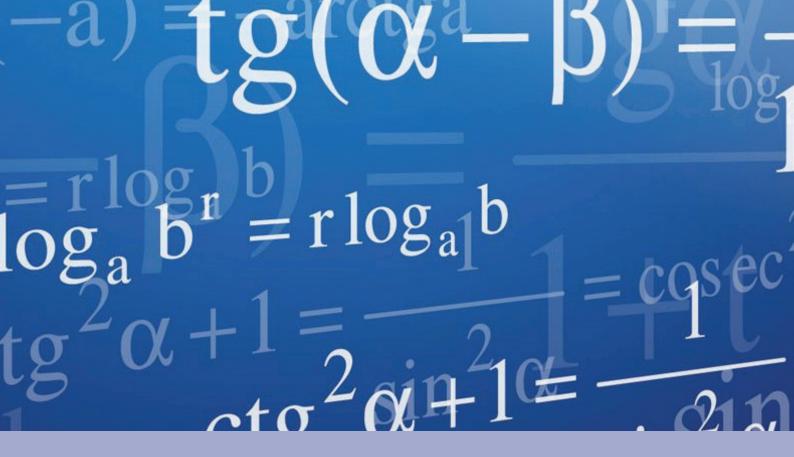
- A Level mathematics is a much sought-after qualification for entry to a wide variety of full-time courses in higher education. There are also many areas of employment that see a Mathematics A Level as an important qualification and it is often a requirement for the vocational qualifications related to these areas. An AS in mathematics is very valuable as a supporting subject to many courses at Advanced GCE and degree level, especially in the sciences and geography, psychology, sociology and medical courses.
- Higher Education courses or careers that either requires A level mathematics or are strongly related include: economics, medicine, architecture, engineering, accountancy, teaching, psychology, physics, computing, and information and communication technology.
- People entering today's most lucrative industries such as IT, banking and the stock market need to be confident using mathematics on a daily basis. To be sure of this, many employers still look for a traditional mathematics A-level qualification. Researchers at the London School of Economics have recently found that people who have studied mathematics can expect to earn up to 11% more than their colleagues, even in the same job!

About studying mathematics

- Mathematics at AS and Advanced GCE is a course worth studying not only as a supporting subject for the physical and social sciences, but in its own right. It is challenging but interesting. It builds on work you will have met at GCSE, but also involves new ideas produced by some of the greatest minds of the last millennium. While studying mathematics you will be expected to:
 - use mathematical skills and knowledge to solve problems.
 - solve problems by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by proof in mathematics.
 - simplify real-life situations so that you can use mathematics to show what is happening and what might happen in different circumstances.
 - use the mathematics that you learn to solve problems that are given to you in a real-life context.

What will it be like?

Mathematics involves the evolution of theory to devise techniques to solve numerical problems. The subject is correctly seen as subtle, challenging and rewarding. At AS and A level the subject is split into pure and applied mathematics modules. All courses require you to study Pure (C) components. There are also applied mathematics modules covering



Statistics (S) and Mechanics (M).

- Pure Mathematics includes topics already met at GCSE level such as trigonometry, geometry and algebra. These topics are taken to a more advanced level and the discipline of calculus is also introduced.
- Mechanics consists of topics perhaps previously associated more with Physics than with Mathematics. Students learn about forces, motion, and static equilibrium.
- Statistics is a study of the collection, organisation, presentation, and analysis of data from real life problems. The aim is to model for future outcomes using probability theory.

Compared to GCSE

- A Level mathematics is naturally more challenging than GCSE. Skills that used to be regarded as difficult questions in their own right in GCSE will soon be regarded as basic tools needed to solve problems with. Many of the key ideas studied in GCSE will be continued and developed, with the addition of some brand new concepts. The most important change from GCSE is a need to be very confident and accurate in your use of algebraic techniques. If these skills are not secure then in must be the first thing to address before you can progress comfortably with the course.
- Pupils will also be expected to work more hours each week on their mathematics and spend more time studying outside of class, but this will be the same for all A Level subjects.

Next steps

Whatever your plan, an A-level (or equivalent) in maths will impress both prospective employers and university admission tutors. It shows you can think logically, accurately process information, and skilfully manipulate numbers.

Thinking of going straight into employment?

Employers look for hard-working, self-motivated, and intelligent people to join their staff. Obtaining a maths A-level shows that you have what it takes. You may not use algebra or probability in your job every day, but the transferable skills of analysis, logic, and problem solving will always come in handy.

Thinking about university?

 Some degree subjects like physics and engineering ask for a maths A-level as part of the entry requirements. Others such as medicine and architecture don't make it a necessity, but they still have a decent amount of mathematical content. If you go in with a maths A-level, you'll have a much easier time than those who don't.

Thinking about a maths degree?

- If you've decided to study maths at university, there's great news: qualified mathematicians are always in demand.
- The modern world needs mathematicians.
 Maths and science are required for the continued development of our increasingly technological lives. The UK's knowledge

$$\frac{b}{t} = \frac{\log c}{t} \cos \alpha \frac{\log_b c}{\cos \beta} = \frac{\log_b a}{2 \cos^2 \alpha} = \frac{1+c}{2 \cos^2 \alpha} + \frac{1+c}{2 \cos^2 \alpha} + \frac{1+c}{2 \cos^2 \alpha} = \frac{1+c}{2 \cos^2 \alpha} + \frac{1+c}{2 \cos^2 \alpha} = \frac{1+c}{2 \cos^2 \alpha} + \frac{1+c}{2 \cos^2 \alpha} = \frac{1$$

economy needs more mathematical skills for the financial, communication, transportation sectors and areas like genome modelling etc. Without mathematicians, we'd be in trouble!

Thinking about teaching maths?

• You might be close to finishing your secondary education, but there are thousands of 11-year-olds just starting each year. They need someone to teach them maths, and it could be you. After completing a maths degree you can go on to train as a teacher and government incentives mean that maths teachers are generally paid more than any of their colleagues. There is also currently the chance to claim a tax free £25,000 bursary.

Thinking about earning more?

- It's not just maths teachers that earn more a maths degree is a great investment, whatever career you choose. On average, a graduate of any degree can expect to earn around £129,000 more in their lifetime compared to a person leaving education with two A-levels. For maths and computing graduates this figure rises to over £220,000!
- With all of the opportunities a maths qualification can offer, you probably want to learn a bit more about where it can take you. The Maths Careers website is full of useful advice and fantastic career profiles, so have a look around to find out what maths can do for you.

Brief course overview

In Year 12 students study;

Core Mathematics C1 – algebra, coordinate geometry, sequences and series, polynomials, differentiation, integration and graph sketching

Core Mathematics C2 – sequences and series, factor theorem, differentiation, integration, trigonometry and logarithms.

Statistics 1 – numerical measures, data representation, probability, correlation, regression, discrete random variables and normal distributions.

In Year 13 students study;

Core Mathematics C3 –natural logarithms, functions, algebraic fractions, further differentiation and solving equations using numerical methods.

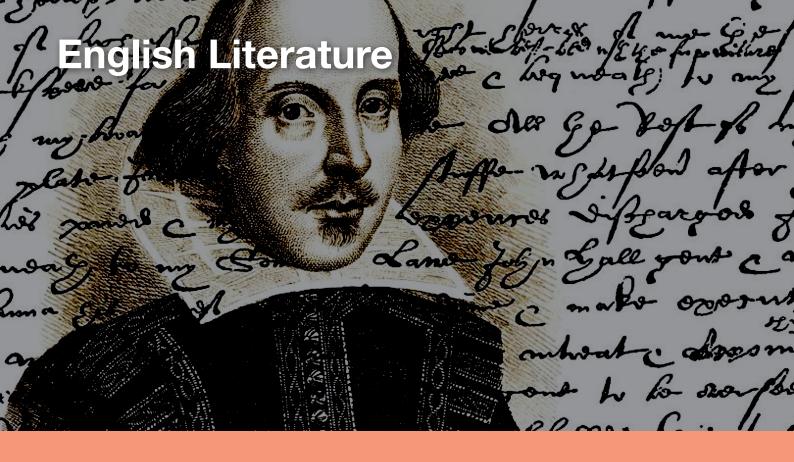
Core Mathematics C4 – partial fractions, trigonometry, parametric equations, vectors, further ilntegration and differential equations.

Mechanics M1 – equations of motion, dynamics and statics of a particle, moments and vectors.

The diagram below shows how the core mathematics modules link to each other through different topics.

Entry Requirements: GCSE A Grades in Maths

For more information contact Mr M. Bright, Head of Maths maths@kingsdale.southwark.sch.uk



Title of Course: English AS/A Level

Qualification Structure

	Studied Texts	
Component 1 Drama	Hamlet by William Shakespeare	A Streetcar Named Desire by Tennessee Williams
Component 2: Prose	Wuthering Heights by Emily Brontë	A Thousand Splendid Suns by Khalid Hosseini
Component 3: Poetry	Post-2000 Specified Poetry	The Romantics
Coursework	Chosen text	Chosen text

Component 1: Drama Paper Code: 9ET0/01

Externally assessed via written exam

30% of the total qualification

Overview of content Students study:

One Shakespeare play and one other drama in the tragic form

A collection of critical essays entitled Shakespeare: A Critical Anthology - Tragedy

Overview of assessment

2.5 hour long written assessment

Open book – clean copies of the drama texts can
be taken into the exam

Total of 60 marks

Section A (35marks) – Shakespeare: one essay question, incorporating ideas from wider critical reading (AO1, AO2, AO3, AO5 assessed)
Section B (25 marks) – Other Drama: one essay question (AO1, AO2, AO3 assessed)

Component 1: Prose

Paper Code: 9ET0/02

Externally assessed via written exam

20% of the total qualification

Overview of content Students study:

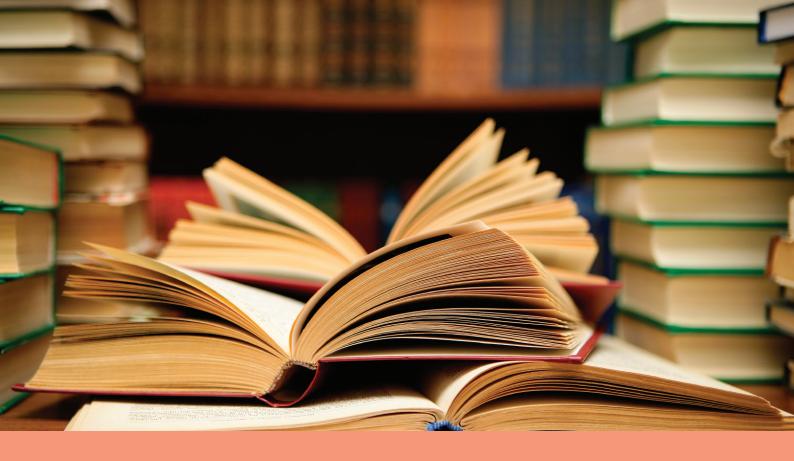
Two prose texts from a chosen theme. One of these texts must be pre-1900

Overview of assessment

1 hour long written assessment Open book – clean copies of the prose texts can be taken into the exam

Total of 40 marks

Students answer one comparative essay question on their studied theme (AO1, AO2, AO3, AO4 assessed)



Component 3: Poetry

Paper Code: 9ET0/03

Externally assessed via written exam

30% of the total qualification

Overview of content Students study:

A selection of post-2000 specified poetry A named poet from a within a literary period

Overview of assessment

2 hours 15 minutes long written assessment Open book - clean copies of the drama texts can be taken into the exam

Total of 60 marks

Section A (30marks) - Post-2000 poetry: one comparative essay on an unseen modern poem and one named poem from those studied (AO1, AO2, AO4 assessed)

Section B (30 marks) - Other poetry: one essay question (AO1, AO2, AO3 assessed)

Coursework

Paper Code: 9ET0/04

Externally assessed via written exam

20% of the total qualification

Overview of content Students have free choice of text to study:

Chosen texts:

Must be different from those studied in Components 1,2 and 3 Must be complete texts and may be linked by theme, movement, author or period May be selected from poetry, drama, prose or literary non-fiction

Overview of assessment

Students produce one assignment: One extended comparative essay referring to two texts (AO1, AO2, AO3, AO4, AO5 assessed) Advisory word count is 2500-3000 words **Total of 60 marks**

Entry Requirements: GCSE A Grade

For more information contact Mrs K. Brown, **Director of English** english@kingsdale.southwark.sch.uk



Title of Course: Economics AS/A Level

This qualification is worth 1 full AS and 1 full A Level at the completion of the first and second year respectively.

Entry requirements

Grade B or above in four or five GCSE subjects including Mathematics and English (preferable a Grade B or above) are expected for entry into the AS/A Level. Mature students will be considered individually. You do not need to have studied Economics or Business Studies at GCSE.

What is the structure of A-Level Economics?

AS Economics is a one year course that is structured into two themes and consists of two externally examined written papers.

Advanced Level GCE in Economics is structured into four themes and consists of three externally examined papers. Advanced Level Economics is completed over a period of one year after successfully obtaining an AS Level qualification in Economics.

What will I study?

In Year 12:

Theme 1: Introduction to markets and market failure

Students will develop an understanding of

microeconomic concepts and be introduced to the microeconomic nature of economics, looking at economic problems and the ways economists think and work:

At the end of this theme, students will be able to apply supply and demand analysis to real-world situations and understand why markets might not allocate resources efficiently and the methods of dealing with market failure, together with an evaluation of their effectiveness.

Theme 2: The UK Economy – Performance and policies

Students will develop an understanding of macroeconomic concepts such as measures of economic performance, aggregate demand & aggregate supply, national income, economic growth and macroeconomic objectives and policy.

At the end of this theme, students should be able to use a basic aggregate demand/aggregate supply model to understand why demand and/or supply side policies may be seen as appropriate ways of managing an economy; predict the possible impact of such policies and recognise the assumptions involved; argue for different approaches and identify criteria for success.

Advanced Subsidiary Assessment summary

Students will sit two papers and all students must complete all assessment in May/June in any single year. Contents from Theme 1 and theme 2 will be assessed in Paper 1, and paper



2 respectively. Both papers will last for 1 hour 30 minutes each

Progression

Students will develop transferable skills that both support study in a wide range of subjects at university and the transition to employment, including quantitative and analytical analysis, forming and testing hypotheses, and commercial awareness.

Students can progress from this qualification on obtention of a D grade at AS level to Advanced GCE in Economics course and qualification in year 13

In year 13: Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies

Theme 3: Business Behaviour and the Labour Market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of business growth, business objectives, revenues, costs and profits, market structures, labour market and government intervention.

This theme builds on the content of Theme 1: Introduction to markets and market failure and focuses on business economics. Students will need to build upon the knowledge, skills and understanding developed from Theme 1 in

Theme 3, making connections across these two microeconomic themes in Paper 1, and across Themes 1, 2, 3 and 4 in Paper 3.

At the end of this theme students should be able to analyse and evaluate the pricing and output decisions of firms in different contexts, understand the role of competition in business decision making and be capable of making an appraisal of government intervention aimed at promoting competitive markets

Theme 4: A Global Perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of international economics, poverty and inequality, emerging and developing economies, the financial sector and the role of the state in the macro economy.

This theme builds on the knowledge and skills gained in Theme 2: The UK economy performance and policies, and applies them in a global context. Students will need to build upon the knowledge, skills and understanding developed from Theme 2 in Theme 4, making connections across these two macroeconomic themes in Paper 2, and across Themes 1, 2, 3 and 4 in Paper 3.

Assessment summary

The Themes are each examined by written examinations taken in May/June of each year: Themes 1 and 2 in two papers each of 90 minutes



long in year 12, whilst in year 13, Themes 1, 2, 3 & 4 will be examined in 3 papers each of two hours in length.

Paper 1: Markets and Business Behaviour, externally assessed, will assess microeconomics and questions will be drawn from Themes 1 and 3. Written paper duration is 2 hours. The assessment comprises 35% of total qualification.

Paper 2: The National and Global Economy will assess macroeconomics and questions will be drawn from Themes 2 and 4. Written paper duration is 2 hours. The assessment comprises 35% of total qualification.

Paper 3 Microeconomics and Macroeconomics will assess content across all four themes. Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes. Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject. In this qualification, synoptic assessment can be found in Paper 3. The written assessment is 2 hours comprising 30% of total qualification.

The Advanced GCE qualification will be graded and certificated on a six-grade scale from A* to E using the total subject mark. Individual papers are not graded. The first certification opportunity for Advanced GCE in Economics will be 2017.

Where will it lead?

This qualification should enable you to progress on to a straight economics degree with a focus on theory, or a degree in applied economics such as environmental economics, labour economics, public sector economics or monetary economics.

Alternatively, you may like to study a business economics or mathematical economics degree. Economics can also be combined with another subject as a joint degree or with other subjects, for example politics, philosophy or history as a combined degree.

Post-university employment rates of economists are among the highest for graduates.

An economics degree enables you to gain transferable skills in problem solving, quantitative analysis and communication. You are likely to find employment in finance, banking, insurance, accountancy, management and consultancy. Some students become professional economists.

For more information contact: Dr Tunde, Assistant Head Teacher bit@kingsdale.southwark.sch.uk



Title of Course: Pearson Edexcel Level 3 Advanced GCE in Business (Course Code 9BS0)

Theme 1: Marketing and people

Students should understand:

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

Paper 1: Marketing, people and global businesses 35% of the qualification

Paper 1 will assess marketing and people, entrepreneurs and global businesses. The Paper comprises of Sections A and B each with one data response question broken down into a number of parts, including one extended openresponse question drawn from T1 and T4 content. Students answer all questions which are drawn from local, national and global contexts.

Theme 2: Managing business activities Students should understand:

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

Paper 2: Business activities, decisions and

strategy (9BS0/02) 35% of the qualification

Paper 2 will assess finance and operations, business decisions and strategy. The Paper comprises of Sections A and B each with one data response question broken down into a number of parts, including one extended openresponse question drawn from T2 and T3 content. Students answer all questions which are drawn from local, national and global contexts.

Theme 3: Business decisions and strategy (Develops on T2). Students should understand:

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- · assessing competitiveness
- Managing change.

Paper 3: Business in a competitive environment (9BS0/03) 30% of the qualification

Paper 3 will assess content across all four themes. There is a pre-released context document issued each November of the previous year and will relate to the exams series for the following summer. The context will focus on a broad context, such as an industry or market in which businesses operate.

- The Paper comprises of Sections A and B each with one data response question broken down



into a number of parts, including one extended open-response question drawn from all Themes. Students answer all questions which are drawn from local, national and global contexts. Section A will contain questions focused on the broad context outlined through the pre-released document. Section B will focus on at least one strand within the context provided, such as a particular business.

- Each section will contain unseen stimulus materials comprising quantitative and qualitative evidence.
- Students cannot take any of their research or investigation data carried out as part of the prerelease into the examination.

Pearson Edexcel Level 3 Advanced Subsidiary GCE in Business (Course Code 8BS0)

Theme 1: Marketing and people

Students should understand:

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

Paper 1: Marketing and people:

50% of the qualification

Paper 1 will assess marketing and people, entrepreneurs and business start up. The questions in Sections A and B each comprise one data response question broken down into a number of parts and will be drawn from T1 content. But the question in Section C which comprises one extended, open-response question will be drawn from T2 content requiring students to make connections between T1 and T2. Students answer all questions which are drawn from local, national and global contexts.

Theme 2: Managing business activities

Students should understand:

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

Paper 2: Managing business activities:

50% of the qualification

Paper 2 will assess business finance and operations, and external influences on business. The questions in Sections A and B each comprise one data response question broken down into a number of parts and will be drawn from T2 content. But the question in Section C which comprises one extended, open-response question will be drawn from T1 content requiring students to make connections between T2 and T1.

For more information contact: Ms Taylor, Assistant Head Teacher bit@kingsdale.southwark.sch.uk



Course Overview:

1.1 The Two-Unit AS:

The Advanced Subsidiary (AS) GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE.

The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, i.e. between GCSE and Advanced GCE. The AS GCE (as of September 2013) is made up of two mandatory units, which form 50% of the corresponding four-unit Advanced GCE. AS Unit G061 is externally assessed, and AS Unit G062 is internally assessed through coursework.

1.2 The Four-Unit Advanced GCE

The Advanced GCE (from September 2013) is made up of two mandatory units at AS and two further units at A. Of the A units, G063 is externally assessed, and G064 is internally assessed through coursework.

1.3 Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR Advanced Subsidiary GCE in ICT;
- OCR Advanced GCE in ICT.

Both qualifications are Level 3 in the National Qualification Framework (NQF).

1.4 Aims

The aims of these specifications are to encourage candidates to develop:

- The capacity to think creatively, innovatively, analytically, logically and critically;
- The skills to work collaboratively;
- The ability to apply skills, knowledge and understanding of ICT in a range of contexts to solve problems;
- An understanding of the consequences of using ICT on individuals, organisations and society and of social, legal, ethical and other considerations on the use of ICT;
- An awareness of emerging technologies and an appreciation of the potential impact these may have on individuals, organisations and society.

1.5 Prior Learning/Attainment

No prior knowledge of ICT is assumed, although the specifications develop the aims of GCSE specifications in ICT by enhancing and broadening the range and the understanding of the capabilities of applications and information systems studied. The use of a range of tools and techniques is required to solve more extensive and more complex problems.

For more information contact: Mr J Fitzjohn Head of ICT bit@kingsdale.southwark.sch.uk



Assessment

Unit 1: PROD1 Materials, Components and Application 50% of AS, 25% of A Level. 2 hour written paper

Unit 2: PROD2 Learning Through Designing and Making 50% of AS, 25% of A Level. Coursework approx 50 hours

Unit 3: PROD3 Design and Manufacture 25% of A Level. 2 hour written paper

Unit 4: PROD4 Design and Making Practice 25% of A Level. Coursework - approx 60 hours

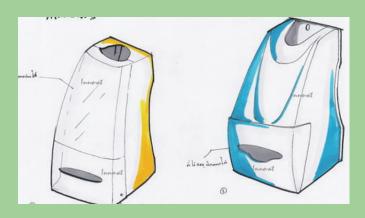
Where will it lead?

This qualification can lead to university degree courses or careers in the design and manufacture of many types of products, from simple product packaging to household products, furniture, electronic items and complex machinery such as vehicles or aircraft.

Links with other courses

There are potential links to Science and Engineering courses. Experience and skills in these courses could be enhanced by undertaking the A Level Product Design course.

For more information contact: Mr Ken Brown **Head of Design & Technlogy** bit@kingsdale.southwark.sch.uk







The Sciences continue to be popular subjects at Kingsdale. Kingsdale offers separate Science A-Levels to challenge and stretch the understanding of with World and Universe in which they exist and in line with this "Teachers should ensure that the knowledge, skills and understanding of how science works are integrated into the teaching of the breadth of study."

The Science department frequently offer out of class support, ranging from Saturday and Holiday classes to booster sessions and 1-to-1 tutorials. We also conduct several trips and bring outside speakers and lecturers.

Studying the sciences can lead, and is often essential, to careers in Medicine, Engineering, Veterinary sciences, Biomedical Sciences, Law and Material Sciences.

All students planning to study A-Level Biology, Chemistry or Physics should have attained a B in their GCSE exam modules (not including coursework) as well as a B in Mathematics.

A-Level Biology follows the new EdExcel Specification. Over the two years students will study the following topics:

- Lifestyle, Health and Risk
- Genes and Health
- Voice of the Genome
- Biodiversity and Natural Resources

- On the Wild Side
- Immunity, Infection and Forensics
- Lifestyle, Health and Risk
- Genes and Health
- Voice of the Genome
- Biodiversity and Natural Resources
- Run for your Life
- Grey Matter.

Students also conduct core practicals throughout the two years.

A-Level Chemistry follows the new EdExcel Specification. Over the two years students will study the following topics:

- Topic 1: Atomic Structure and the Periodic **Table**
- Bonding and Structure
- Redox I
- Inorganic Chemistry and the Periodic Table
- Formulae, Equations and Amounts of Substance
- Energetics I
- **Kinetics**
- Equilibrium
- Acid-base Equilibria •
- **Transition Metals**
- Modern Analytical Techniques

Students also conduct core practicals throughout the two years



Physics AS/A Level

A-Level Physics follows the new AQA Specification. In Year 12 they study the following topics

- Particle Physics
- Quantum Physics
- · Waves and Optics
- Newtonian Mechanics
- Materials
- Work and Energy
- Electricity and Circuits

And, in Year 13, they study the following

- Further Newtonian Mechanics
- Thermal Physics
- Electric and Magnetic Fields
- Gravitational Fields
- Astrophysics
- Nuclear Physics
- Medical Physics

Students also conduct core practicals throughout the two years.

Psycology AS/A Level

Psychology involves the study of mental processes and behaviour in the context of real life experiences. This course is designed to develop enquiring minds, discussion skills and an understanding of how humans (and non-humans) develop, socialise and interact with each other. Psychology is not just an academic subject; it's a life-skill.

Psychology remains a popular topic at A Level and the department have a commitment to challenging and stretching the understanding of students by approaching Psychology in a critical fashion, i.e. continuously questioning and evaluating the discipline.

Career Pathway

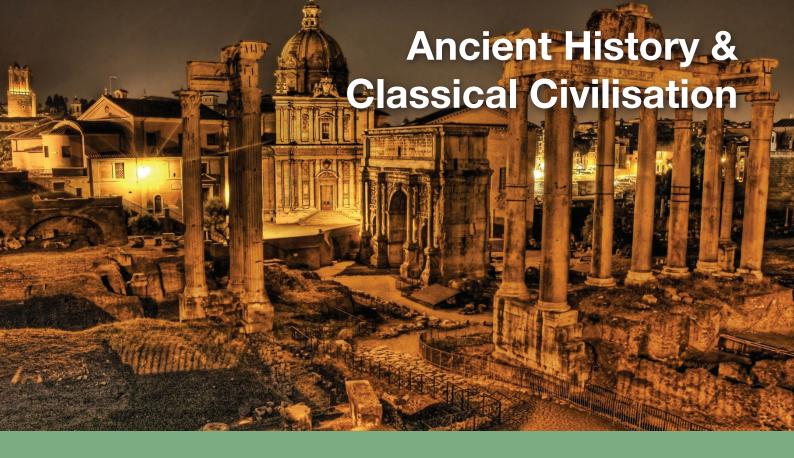
Students are developing transferable skills that both support study in a wide range of subjects at university and the transition to employment, including quantitative and analytical analysis and forming and testing hypotheses. The development and application of mathematical skills prepare students for study of psychology and related courses at university.

Students can progress from this qualification to: Higher education qualifications such as psychology degrees, and biology-related courses or further education courses such as BTEC Higher Nationals such as the Higher Nationals in Applied Biology and Biological Sciences for Industry. Studying Psychology can lead to careers in a broad range of areas varying from clinical and educational settings to the media and creative industries.

All students planning to study A-Level Psychology should have attained at least a B in their GCSE science subject(s) as well as a B in Mathematics and English.

Entry Requirement: AA Double Science GCSE or A Grade Triple Science

For more information contact: Mr T Long Head of Science science@kingsdale.southwark.sch.uk



Classical Languages are not studied as part of this course. You do not need previous experience of studying Classics.

What will you learn at AS and A?

At AS you will study the works of some of the earliest Historians: Herodotus, 'The Father of History,' who recorded the epic conflict between the Greeks and the Persian Empire in the 5th century BC (recently depicted in the film 300), Thucydides, who is famous for adopting a 'scientific' approach in his recording of the Peloponnesian Wars and is considered to be the 'Father of political realism' and Plutarch who created biographies of famous Greeks and Romans.

You will also study the Roman Invasion of Britain. This will include studies of the Romans Julius Caesar, Caligula and Claudius as well as the native Britons, amongst them Cogidubnus and the rebellious Boudica. Caesar used the remoteness of Britain to promote his own career whilst the Roman historians of the age used the nearsuccess of Boudica's rebellion to highlight how 'soft' the Romans had become. In this way, the written records – although few in number – remain easy to read and give a great insight into the minds of the Romans. This part of the course will also involve the study of Roman artefacts (coins, statues and ruins) and you will hopefully have the opportunity to visit some Roman ruins.

Should you progress onto A you will learn about Life in Roman Britain after the invasion - including the destruction of Colchester and London, Celtic and Roman mythology, the reasons for the construction of Hadrian's Wall and the eventual departure of the Romans from Britain. This unit focuses upon social and military history and will also feature the study of (translated) Roman records and archaeological remains.

You will also learn about Greek Art and Architecture. This will involve the study of sculpture (both statues and those built into temples), vases and the design of temples – most notably the Parthenon in Athens. This unit is also concerned with Greek religion, society and values.

What skills will you develop during the course?

By the end of this course you will be able to critically analyse, interpret and evaluate historical materials and be able to construct an informed argument based upon the social, cultural and political context of the Classical World. As an essay-based subject Classics advances your use of the English language, which will facilitate an application to study for a degree in Humanities and Social Science subjects, as well as showing the range of skills you possess when applying for Science-based degree courses.

What are the prerequisites for entry to this course?

Grade B or above in GCSE English or History.

For more information, contact humanities@kingsdale.southwark.sch.uk

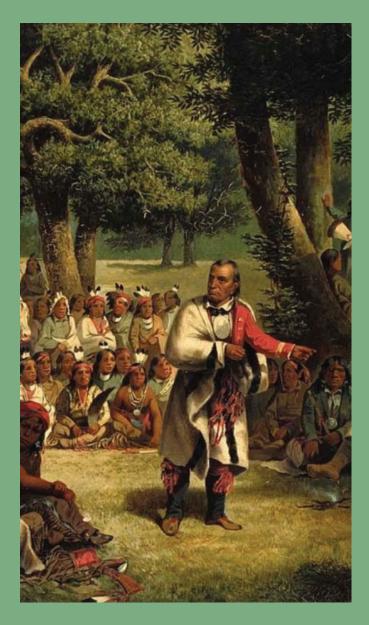


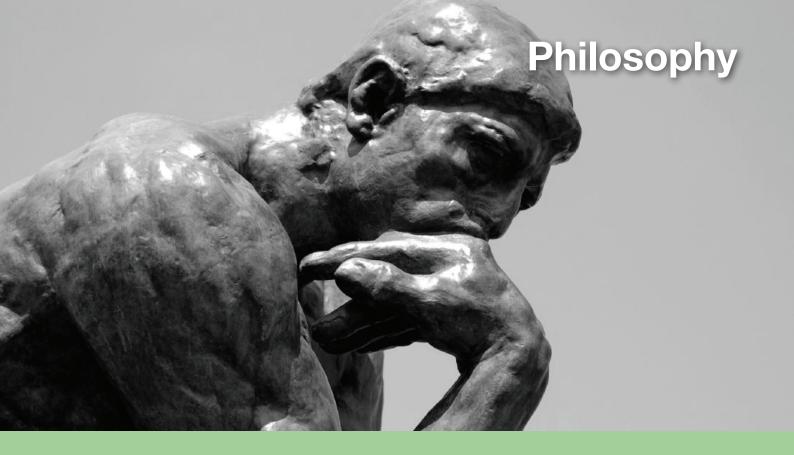
AS and A Level from September 2015 are two separate qualifications. Unlike the old AS and A Levels, AS Level no longer forms 50% of the A Level. Despite this the content of the new AS Level is the same as 50% of the A Level, so teaching can still occur over the two years with an option to sit the AS Level at the end of the first year.

Why history AS and A Level?

This new course gives students a longer term perspective of history covering over 200 years, and introduces new and exciting themes and content. History at this level offers students the opportunity to develop and hone valuable skills in analysis, evaluation and the construction of arguments. Students are taught to think for themselves, to deal with evidence in a critical manner preparing them for a number of careers and university. Studying history at AS and A Level can open doors into areas such as journalism, law, teaching, politics and economics. First and foremost students should choose history if they find the subject matter interesting, without this enthusiasm the rigorous course will be difficult. History A Level requires intelligence, logic and a high level of literacy combined with an appetite for delving into the past.

For more information, contact Mr Olschlagel humanities@kingsdale.southwark.sch.uk





Title of course

AQA Philosophy AS/A Level.

Entry Requirements

Grade B GCSE English

Grade B GCSE in a Humanity (Geography or History)

What are the benefits of Philosophy?

Our students learn to express themselves with clarity, argue cogently and organise information in a way that presents a compelling case. Those same students get to learn these skills whilst surveying the history of great ideas and by debating questions freighted with significance.

Units 1 & 2

The first year of teaching covers two topics— what we know and what we mean by the idea of 'God'.

Epistemology

Is what we see around us real? How do we know what we know? In this unit, students are primed in basic theories of knowledge -epistemologies - that allow them to debate where the source of knowledge lies. Is it in our senses? Do we think ourselves into existence? How can we be certain of anything?

Philosophy of Religion

In this unit, students consider historical arguments for the existence of God, the concept of 'God' itself and what that concept would entail, and the validity or otherwise of religious language.

Units 3 & 4

Philosophy of MindIn this unit we look at how the mind interacts with the physical world and what impact this relationship has with such notions as identity, self and behaviour.

Ethics

What does it mean to be a good person, and what would make me want to be? Students discuss the meanings of good and evil and learn how Philosophers from Aristotle to Peter Singer have tried to answer the question 'What is the good life'.

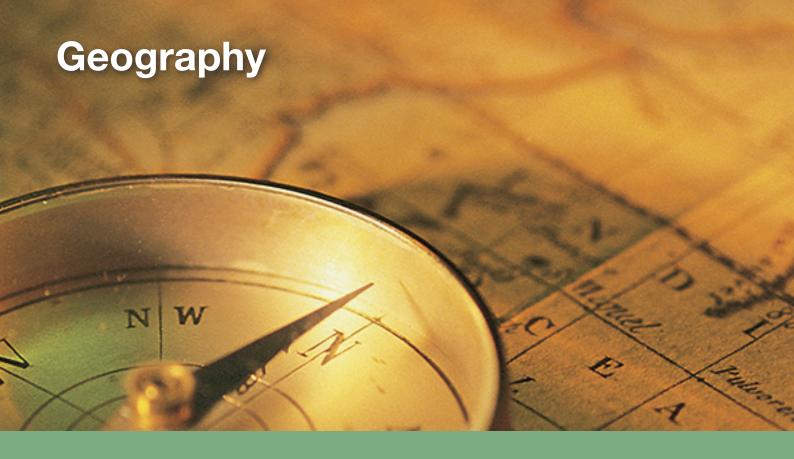
Assessment

Each unit is 25% of the whole A Level

Where will it lead?

An A-Level in Philosophy can help students prepare for further study in any discipline - it is valued in both Arts and Sciences for its rigour and logic. Studying Philosophy can lead to careers in journalism, law, civil service, media, politics, academia and many others.

For more information, contact Mr Leyman or Mr Ware humanities@kingsdale.southwark.sch.uk



Title of course

GCE Edexcel Geography (linear from 2016)

Entry Requirements

Grade B GCSE Geography required. Grade C GCSE Mathematics required.

Why Geography?

Geography provides a well-rounded education for all students. Students with a Geography-based education gain numerous skills such as the ability to think creatively and constructively, the ability to work autonomously or as part of a successful team and the confidence to lead, manage and understand a variety of complex situations and scenarios.

Geography helps you make sense of the dynamic global world which we call home.

Above all Geographers are an asset to any university and/or business.

Fieldwork

Fieldwork is essential in providing a holistic geographical education and as such it is given its rightful and prominent place with the Edexcel specification. In Y12/13 students will be required to complete fieldwork activities. This will be carefully placed within the academic year to ensure maximum impact on Geographical learning and minimal impact and disruption to other subjects, exams etc.

Where will it lead?

Conservation, Law, Management, Consultancy, Conservation, Land management, Architect, Cartographer, Geologist, Meteorologist, Surveyor

Links with other courses:

Geography links nicely with history, government and politics and sociology.

For more information, contact Ms. McIntyre- Head of Geography Mr. Samuel- Director of Humanities humanities@kingsdale.southwark.sch.uk



Title of course AQA Sociology AS/A Level.

Entry Requirements Grade B GCSE English

What are the benefits of Sociology?

Sociology is an excellent complement to other subjects on social sciences and humanities, such as Psychology, Politics and Communication Studies, but it also provides a good balance if your other subjects are mainly science-based.

Sociology is an academic subject which nevertheless equips students with a range of skills beyond those of the core curriculum. In our classes student will learn to think critically, to question common-sense assumptions, to solve problems, to work independently and as part of a group and to write a clearly structured, analytical essay. All of this is excellent preparation for university or for a whole range of careers.

Assessment

Unit 1: 40% of total AS marks, 20% of total A Level marks

Unit 2: 60% of total AS marks, 30% total A Level marks

Unit 3: 20% of total A Level marks

Unit 4: 30% of total AS marks, 30% total A Level marks

Where will it lead?

Sociologists go on to work in the media, law and institutions of criminal justice, public relations, market research, social work, foreign aid and development and teaching; many of course are inspired to stay in an academic environment researching aspects of sociology for the remainder of their careers!

For more information, contact Ms Parker humanities@kingsdale.southwark.sch.uk



Tile of Course: Music BTEC

BTEC National Extended Certificate In Music Lvl 3 (Strictly only for those wishing to study 1 year) 4 Units

BTEC National Diploma In Music Lvl 3 (2 year study option) 8 Units

Title of Course: Music Technology

Type of qualification: AS/A Level Modular

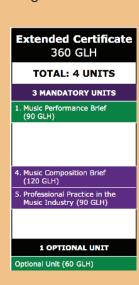
What is A-Level Technology?

This is a two year course consisting of three units per academic year.

Where will it lead?

This academic course is designed to equip students for study of music in higher education

Diploma 720 GLH TOTAL: 8 UNITS 6 MANDATORY UNITS 1. Music Performance Brief (90 GLH) 2. Music Skills Development (90 GLH) 3. Creating a Music Product (90 GLH) 4. Music Composition Brief (120 GLH) 5. Professional Practice in the Music Industry (90 GLH) 6. Music In Context (120 GLH) 2 OPTIONAL UNITS Optional Unit (60 GLH) Optional Unit (60 GLH)



Title of Course: A Level Music

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Content:

Appraising music

- Listening
- Analysing
- Contextual understanding
 This component is worth 40% of AS marks (96 marks in total)

Performance

A minimum of six minutes of performance in total is required

This component is worth 30% of AS mark (50 marks in total)

Composition

A minimum of four and a half minutes of music in total is required

This component is worth 30% of AS marks (Total of 50 marks)

Entry Requirements: Grade A GCSE Music, Grade 5 Theory

For more information contact Mrs M. Graham, Director of Performing Arts or Mr. S. Mielniczuk Head of Music

performingarts@kingsdale.southwark.sch.uk

6th Form **Enrichment**

Introduction - What is enrichment?

As well as supporting students to achieve academically, Kingsdale's Sixth Form also assists students to become well rounded young people through a carefully structured programme of enrichment activities. Participation in these activities is not only enjoyable and rewarding, it can also assist students with applications to higher and further education in an increasingly competitive world.

Many of the activities take place on a Wednesday afternoon, although many of them operate at times throughout the week and students are encouraged to ensure that the activities they select cover the three main areas of:

- Work related learning
- Community participation
- Personal development

Students select their enrichment activities on a termly basis and their participation and achievements are reviewed by the pastoral term at the end of each term. Students on the Advanced and Transition pathways are required to keep a written journal of their participation which will be reviewed by their tutor termly.

Below, you will find details of each activity offered during this academic year. All general questions concerning enrichment should be directed to the Heads of Learning for Year 12 and 13. Specific questions relating to the actual activities offered should be directed in the first instance to the lead member of staff listed below.

Finally, should a student wish to conduct enrichment offsite as a work experience placement they are strongly encouraged to do so. The school requires written permission from both a student's parent/guardian and the offsite placement.

Name of activity: The Duke of Edinburgh Award Scheme

Time and venue: School Venue | Lead member of staff: Ms. Cawrey

The Duke of Edinburgh Award Scheme allows young people to plan and undertake their own programme of activities in order to develop mentally, physically, emotionally and spiritually. Expeditions are run to various areas throughout the UK including the Lake District, Snowdonia and Dartmoor, through which students learn camping, map reading and essential first aid skills.

The award also tests involvement in community service, the development of a chosen skill and sustained physical activity. Unlike other activities this is very much a personal experience for students and an opportunity to undertake a

personal challenge with a tailor made programme.

Name of activity: Community Volunteering with Dulwich Helpline

Time and venue: Wednesday afternoons from January 2015 (further weekly opportunities available on request) | Lead member of staff: Ms Connolly & Mr Livings

The Dulwich Helpline is a local community based charity established in 1993 to provide friendship and practical support for isolated older people in the Dulwich area. They offer a range of friendly support services which include various local meetings and groups such as poetry, reminiscence, art appreciation, music, books, singing and computers.

Students who participate in this activity will have a chance to meet and support local older people in the Wednesday afternoon reminiscence group. Please note that you may be required to complete a CRB vetting form prior to commencing this activity.

Name of activity: Debating Society

Time and venue: Wednesday afternoon in 6M3 | Lead members of staff: Mr. Ware

The Debating Society is an activity for students who enjoy discussing and debating key issues of interest in their lives and in wider society. Students meet once a week to formally debate a topic presented the week before and to hone their debating skills. This activity is particular useful for developing confidence in public speaking and for students who may be interested in entering careers where they need to think on their feet!

The Debating Society also represents the school in the Southwark Debating Championships which take place five times a year to debate topical issues, as well as in competitions with local independent schools. Other possible competitions include the Oxford Schools Debating Championship and the "Debate Matters" Championships.

Pending on interest, there are also possible links to the English Speaking Board Public Speaking Qualification.

Name of activity: LAMDA (London Academy of Music and Dramatic Art) drama award

Time and venue: Wednesday afternoon in DR1 | Lead members of staff: Ms Milner

A qualification recognized by UCAS (as shown below), this programme will focus on 'Acting' – A performance of either 2 monologues or 2 duologues per candidate and 'Group Acting' – A

performance by a group of actors. Students will receive a grade for each performance and this will contribute to their overall grade which can gain UCAS points.

LAMDA's Level 3 recognised qualifications are included in the UCAS Tariff.

Name of activity: Sports Clubs

Time and venue: Wednesday afternoon and throughout the week at Sports Hall, Astroturf and fields Lead member of staff: Mrs. Turner and PE Staff

There are many different sports activities and clubs available throughout the week which offer students the chance to participate in something that either they have done before or a new sport and even represent the school at local and national level.

Clubs and activities available on a Wednesday afternoon include:

Archery, horse riding, trampoline, football, badminton, dance, table tennis, hockey, basketball, ice-skating, volleyball, zumba, circuit training and track cycling at the Herne Hill Velodrome.

Activities available at other times during the week include:

Swimming, fencing, softball, karate, rugby, cricket, American football, rounders, yoga, gymnastics, go-karting, in-line skating and BMX.

For specific queries relating to the clubs listed, please see Mrs. Turner.

Notes: Qualifications (such as Level 1 refereeing) in many of these activities are possible and should this opportunity interest you please see your head of learning for further details.

Name of activity: Community Sports Leadership award

Time and venue: Wednesday afternoon, 6th Form centre and Sports Hall |

Lead member of staff: Mr. Grant and PE Staff

The Community Sports Leadership (CSL2) is a nationally recognised Level 2 coaching award for students aged 16 years and over who wish to develop their leadership skills in sport. The syllabus is designed to develop generic leadership skills that can be applied to a variety of sporting situations as well as contributing to the personal development of the candidate. This is a practical qualification in which those taking part must demonstrate their ability to lead others in sport / activity sessions. The CSL2 award has 42 guided learning hours (including 10 hours demonstration of leadership) and results in nine credits. In order for candidates to complete

their CSL2 award they must hold a current and valid First Aid certificate. Community Sports Leaders are qualified to lead groups in sport / activity sessions while under the indirect supervision of a suitably qualified member of staff.

For those pupils who have gained the CSL2 award and wish to progress further there is the opportunity for students for participate in the Level 3 Certificate in Higher Sports Leadership (HSL3).

The HSL3 award consists of eight units of work. Units 1-5 are mandatory. Units 6 – 8 are where a candidate must complete two out of the remaining three. In order to gain the qualification a candidate must complete a total of 30 hours of leadership within the community. As a holder of the HSL3 award students will be qualified to independently lead groups in sports / activity sessions.

Name of activity: First Aid

Time and venue: Wednesday afternoons in the 6th Form Centre from January 2015 | Lead member of staff: Mr. Price in conjunctions with the British Heart Foundation and St John's Ambulance as external providers

Every year in the UK, thousands of people die or are seriously injured in accidents. Many of these deaths could be prevented if first aid is given before emergency services arrive. This course will provide students with the basic life saving skills that could prove invaluable to them at any time in the future. They will also receive an accreditation upon completion of the course.

Notes: Should students wish to complete the accreditation they may be asked to make a small voluntary contribution to the cost of the certification.

Name of activity: Outreach Fine Art

Time and venue: Wednesday afternoon in AR6/ Courtauld Museum Lead members of staff: Ms. Montero.

Students will get accreditation from external agencies involved in the programme such as The Dulwich Picture Gallery, the Courtauld Institute and The South Bank. Opportunities to work with other art agencies such as The Elephant Hotel Studios will also be available. Students will also benefit from guest visitors, lecturers and local artists

This will be an incredibly enriching experience for our A level students - gaining experience in working with external agencies and obtaining accreditation and references from these prestigious Art institutions.

Notes: Students may be asked to make small voluntary contribution to the cost of offsite experiences such as gallery visits.

Name of activity: 'The Russell' – A History, Politics, Economics and Philosophy group

Time and venue: Wednesday afternoon in the sixth form centre | Lead members of staff: Mr. Massey and Ms Adams

Preparation for Russell Group universities will be key to the workings of this group and as such students must sign up with the expectation of being academically challenged in all 4 of the above disciplines

Incorporating inter-disciplinary techniques and numerous methods of cultural criticism, this option is about articulating and responding to different views of the world, fuelled by an invigorating cocktail of History, Politics, Economics and Philosphy. Mr. Massey's idiosyncratic taste in such matters ensures a mindopening series of workshops both in and out of school.

Students do not need any qualifications to take part as such but must be prepared to embrace the academic rigors of the course with a view to progressing to a Russell Group university.

Notes: Students may be asked to make small voluntrary contribution towards the cost of offsite experiences such as theatre trips or lectures.

Name of activity: Mathematics

Time and venue: Wednesday afternoons in the maths department | Lead members of staff: Mr. Dobson

There is a move for all post 16 students to study maths and core maths qualifications are coming in to bridge the GCSE and A-Level. Most students beyond 2016 will probably have a post 16 maths qualification and we do not want current students to be at a disadvantage. The aim of the course is to support the student's maths for use in other subjects and to support their potential use of maths in higher education. This course is not for A level maths students. The course requires 60 guided learning hours and will result in a Level 3 certificate. Successful completion of the course will result in UCAS points.

Name of activity: Pecan Volunteering – Food Bank

Time and venue: Wednesday afternoon, 121A Peckham High St, London SE15 5SE | Lead members of staff: Mr Jones

Pecan is a Peckham-based charity changing the lives of long-term unemployed people, ex-offenders and the disadvantaged: we never stop believing in the potential for change in everyone. A foodbank is a store where food donated by the community is banked, and can be drawn on by people in crisis. The Peckham Foodbank collects food from the public, supermarkets, local churches, local groups and schools.

This activity is open to all students. Students

would gain firsthand experience of working for a charity, running an organization and also work on the front line to help with the food bank. This enrichment will be well received by higher education institutions and future employers alike.

Notes:

- Parental/Guardian permission will be required before undertaking this enrichment
- This opportunity to enrichment is currently only open to one student. The student will be selected on a first come, first serve basis

Name of activity: Photography

Time and venue: Wednesday afternoon, Art Department/IT3/Dark Room | Lead members of staff: Ms Andrews

This course is for all students and will develop skills in Basic Photoshop, Advanced Photoshop, Film Processing and Pinhole camera work. Students will also have the opportunity to experiment with their photographs in the school dark room

Name of activity: Dulwich Wood Primary School

Time and venue: Wednesday Afternoon, Bowen Drive, Dulwich, SE21 8NS | Lead members of staff: Mr. Livings

Students will work as teaching assistants in either MFL, PE or in a variety of lessons with the early years team.

Notes:

- Students will need to complete Child Protection training with Mr. Livings and the Dulwich Wood Senior Leadership team.
- There is an additional opportunity to run a football team at Dulwich Wood from 3:30 to 4:30. If you are willing to commit to this each week please see Mr. Livings to explore this opportunity further.

Name of activity: University Survival Cooking

Time and venue: Wednesday afternoon in Food Technology Rooms | Lead members of staff: Ms Leung

Prepare yourself for the next 3-4 years by learning to cook some of the basics on a student budget. Cooking is a primal skill, essential to look after yourself for the rest of your life. On this course we will cover some of the basic and staple foods that are the fundamentals of cooking for yourself and surviving. The dishes are simple, affordable, and use staple ingredients that are easy to source. As with all our cookery classes it will be

a fun experience and designed to show you that cooking can be relaxing and most important – enjoyable!

Name of activity: Chess Club

Time and venue: Wednesday afternoons in the Sixth form | Lead members of staff: TBC

Chess is a two-player strategy board game played on a chessboard, a checkered game board with 64 squares arranged in an eight-by-eight grid. It is one of the world's most popular games, played by millions of people worldwide in homes, parks, clubs, online, by correspondence, and in tournaments.

Chess club is open to all students from experts to beginners and will seek competition against other schools and in tournaments across London.

Name of activity: Extended Project Qualification

Time and venue: Wednesday afternoon in the 6th Form Centre | Lead members of staff: Mr Leyman

The Extended Project Qualification (EPQ) has proved to be popular with students. It provides an opportunity to extend your abilities beyond the A-level syllabus, stand out and prepare for university or their future career. It can also be used to earn extra UCAS points. Learners are required to complete their own extended project on a topic of their choosing. Learners will be guided through the assessment criteria and given guidance, including by subject teachers but the emphasis of the EPQ is on independent learning.

Note: The EPQ is demanding and should be undertaken with the understanding that some work in your own time may be required. If you are considering applying to a Russell group university you should consider the EPQ

"Nearly 1 in 5 successful applicants to Durham had completed the EPQ" - The Sunday Times 16 Feb 2014.

Name of activity: Music – Composition, recording and performance

Time and venue: Wednesday afternoon in MS4 | Lead members of staff: TBC

This activity is for students who wish to compose music. There are limited places on the course, and it is intended as an opportunity for those who have some clear aims in composition to hone the relevant skills and take advantage of the expertise and facilities available in the Music Department.

Name of activity: Mark Evison Foundation - Volunteering

Time and venue: PO Box 59519, London, SE21 9AL | Lead members of staff: Mr. Paterson

The Mark Evison Foundation was set up in 2009 to promote the personal, social and physical development of young people. They offer up to £500 for ages 16-18 through our Schools Awards, and up to £5000 for ages 18-30 through our Major Awards.

Students completing this enrichment will work at the charity with the charity leadership team. Roles and responsibilities will range from administration duties to school/organization visits to conducting marketing events.

Notes:

 Parental/Guardian permission will be required before undertaking this enrichment

Name of activity: Conservation and ecological society

Time and venue: 6th Form Centre garden | Lead members of staff: Ms Byrne

The 6th Form conservation society will begin their work in the sixth form garden creating a living space for both flora and fauna. The opportunity to develop this space is huge and a project that any future employer or higher education institution would look favorably upon. Following completion of this site, the scope to expand to other areas of the school and even off site placements is huge.

Further opportunities to work with other enrichment groups such as photography is also available and an opportunity to document progress from September to May. The potential of the conservation society is limitless and best of all it will make a dramatic impact on your living space.

Name of activity: Textiles

Time and venue: Wednesday afternoon, TE1

This course is for all students but will be most suitable to pupils with creativity and a love of making. It will involve making a range of textile products which will help develop basic to advanced machine and hand stitching. Students will also have the opportunity to learn basic dressmaking and altering skills. They will be given the opportunity to sell the products they make at a market outside of school.

This course will give students a sense of business, how to make a profit from being creative and also learn practical skills that can be used for years to come.



Support for Higher Education/UCAS and Careers

Students in our Sixth Form are offered detailed Information, Advice and Guidance throughout their time with us, from the moment they consider applying for a place in Year 12, to the time that they leave us at the end of their courses, for university, apprenticeship or the world of work. Our experienced and dedicated team of advisors, supported by external careers officers, advise students on courses and potential careers based on individual student strengths, as well as interests. We strive to ensure that our students are challenged and make the necessary progress to reach the destinations they desire and their fullest potential.

As well as supporting our students with successful applications to top universities in the UK, including Russell Group universities, each year we offer students the chance to attend our trip to the USA to visit prestigious institutions including Harvard and Yale. Students are guided carefully through the process of applying to overseas institutions, as well as universities in the UK which require entrance examinations, including LMAT and BMAT qualifications.

Top University Destinations Summer 2015*

- Birmingham University
- University of East Anglia
- Goldsmiths University
- Manchester University
- Newcastle University
- Sheffield University
- Sussex University
- University College London *Provisional

Financial Support

A range of financial support is available for students who study at post-16 and this includes both Enhanced and Discretionary Bursaries, as well as Free School Meals. For further detailed information on financial support, prospective students should consult our website or contact Mrs Cowling, 0208 670 7575 Ext 734.

Applying to the Kingsdale Sixth Form for Year 12 September 2017

Prospective students who are interested in applying for a place in Year 12 for September 2017 should complete an application form and submit this for the attention of the Sixth Form Office no later than Friday 16th December 2016. Applications received after this date will not be considered in the first wave. All students who submit an application form will then be invited for a guidance meeting to discuss their application further.

Applicants are strongly advised to consult the Applications section of the Sixth Form website where all forms, including application forms, scholarship forms and information request forms can be accessed, along with details of our Sixth Form admissions and oversubscription arrangements.



A Level exam

Harnessing talent

Take advantage of the chance to visit Kingsdale Foundation School and see for yourself how they bring the best out of their students

eachers are enthusiastic, have good subject knowledge and plan interesting lessons. There are very good relationships between staff and students, Ofsted 2012. If you visited Kingsdale Foundation School, you will realise why they receive such glowing reports. In the Autumn term 2016 you will have just that opportunity as they will be holding Sixth Form Open Evenings for September 2017 entry. Applications for courses are now being accepted.

Kingsdale is a dynamic, exceptionally popular and progressive school that has invested £30m to develop an award-winning educational learning environment. In their specialist academic Sixth Form, students study a combination of respected traditional, performing arts and creative A Levels, the Baccalaureate, in addition to alternative high value Level 3 courses. Their average class sizes



Josh (pictured here) will be studying Philosophy, Politics and Economics at Oxford University

are approximately ten in the Sixth Form. They also pride themselves on their excellent links to the best Higher Education institutions in the world - a residential trip to Harvard and Yale in the USA is organised annually.

Scholarships in Mathematics and the Creative & Expressive Arts are on offer for gifted and talented candidates who meet their entry requirements. Scholars receive free individual or small group tuition provided by expert professionals to the value of £1,000 per annum. Aspiring medical students benefit through their participation in an access to medicine scheme.

Prospective students are invited to come along to their Open Evenings to explore the fantastic opportunities and inspiring state-of- theart facilities in their dedicated Sixth Form Centre. As Ofsted also noted: 'The range of subjects taught is imaginative, well constructed and contributes well to students' achievement and their outstanding spiritual, cultural and moral development.'

Forinformation on admission to Kingsdale Foundation School's Sixth Form for 2016, visit www.kingsdalefoundationschool.org.uk, call 020 8670 7575 or email sixthform@kingsdale. southwark.sch.uk for a Sixth Form prospectus.



For more information on all aspects of the application process please contact the 6th Form Office on 0208 670 7575 ext 723 or email sixthform@kingsdale.southwark.sch.uk

6th Form Open Days for September 2016 Year 12 Entry

Wednesdays			
14 th	September	2016	5.30 pm – 7.30 pm
12 th	October	2016	5.30 pm – 7.30 pm
9 th	November	2016	5.30 pm – 7.30 pm
30 th	November	2016	5.30 pm – 7.30 pm

Individual tours available during the working day. Email sixthform@kingsdale.southwark.sch.uk or call 020 8670 7575 ext 723.





Alleyn Park, Dulwich, London SE21 8SQ Tel 020 8670 7575 Fax 020 8766 7051