



**SIXTH  
FORM**  
2021/22





# WELCOME TO THE SIXTH FORM AT THE KING ALFRED SCHOOL

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*Students can expect to enjoy friendly and close working relationships with extremely dedicated and inspirational teachers*

Our school prides itself on its reputation as a uniquely relaxed, informal and vibrant community that continues to stand out from most other educational environments by achieving outstanding academic success in a non-pressured environment.

Whether already a student of the school or joining from elsewhere, a Sixth Former at King Alfred School can expect to excel both academically and socially. It is widely acknowledged that our university-bound students emerge from our Sixth Form as mature, tolerant and articulate adults; confident and able to take control of the next stage of their lives.

In our Sixth Form, students are treated as equals. The exceptionally high staff to student ratio means students can expect to enjoy friendly and close working relationships with extremely dedicated and inspirational teachers. Such close relationships enable each of our Sixth Formers to be supported and guided with care, suitable to their individual needs.

We are a community that tries hard to help young people deal with the increasing academic demands placed upon them, without losing the sense of what makes them special as individuals. The King Alfred Sixth Form experience is different from most others on offer and you are most welcome to visit to find out how.

If you would like to arrange to see us, please come to one of our open evenings (see our website for details) or contact our Admissions team on [admissions@kingalfred.org.uk](mailto:admissions@kingalfred.org.uk), or call them on 020 8457 5285/5170.

Robert

**Robert Lobatto**  
Head

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# TAKAKO YEUNG, DIRECTOR OF SIXTH FORM

Strong relationships between staff and pupils help to create a unique culture of support



As the Director of Sixth Form it's my privilege to work alongside students to ensure their time in the Sixth Form is joyful, productive and full of wonderful memories.

We are a warm and vibrant community which prides itself on creating an environment that enriches all students. Sixth Form at KAS won't just prepare you for higher education or starting a career, it will also provide you with the skills and attributes to lead happy and fulfilled lives. With many opportunities, both inside and outside of the classroom, you'll develop and grow as an individual while you study.

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*You'll demonstrate exactly why King Alfred School students are amongst the very best!*

The Sixth Form team is here to provide you with all the support and guidance needed for you to achieve your many goals. With a personal tutor for each student and small tutor groups, you will always have a staff member who knows you well alongside you on your journey.

As a member of the Sixth Form you'll have greater freedom and greater responsibility. Younger students will look to you as role models, and teachers will place further trust in you as you take a leading role in the life of our School. I am certain you are more than able to meet these expectations, and in contributing to our School community and beyond, you'll demonstrate exactly why King Alfred School students are amongst the very best!

The King Alfred School Sixth Form is a unique learning experience. We know that in order to thrive we need a supportive and a non-pressurised environment which allows us to learn and grow. We pride ourselves on having created just such an environment and we hope you will join us to experience it first-hand.



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## GETTING STUDENT VOICES HEARD

We hope you're excited to become a part of The King Alfred School Sixth Form. You'll be meeting new people, delving deeper into your favourite subjects, and developing further into an all rounded, confident, self-reliant person.

As School Six, we aim to improve your school experience by being the go-to point between the students and teachers. We do our best to improve the school for everyone and we'd love your input, whether this is feeding back to us about school life or joining our team. We'll always make time to hear student feedback.

We hope you choose KAS and we look forward to working with you and getting to know you better!

School Six (Archie W, Ava H, Erfli P, Olivia S, Ori M, Tara N)

# SUPPORTING STUDENTS

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*We listen and respond to student needs wherever possible*

Giving our young people the tools they need to live happy, successful and fulfilled lives is at the heart of what we do



Mutual respect is a core value of our School. A lack of petty regulations and a respectful informality, **typified by the use of first names between students and staff and no uniform, allow us to remove barriers and create the conditions for a mutually beneficial dialogue. We listen and respond to student needs wherever possible.**

In the Sixth Form each student is part of a tutor group and has a Form Tutor who is their main source of guidance and support. Every week there is a Form Hour which is an opportunity to develop a 'tutor group spirit' through collaborative projects, as well as embarking on a PSHE course to prepare for the challenges of Sixth Form and beyond.

In Y12, students will see their tutors every morning and afternoon for registration, and this is often a key opportunity to check-in and make sure everything is going well. Students are also encouraged to meet with their tutors individually should they need further guidance or support. In Y13 students are not required to attend morning registration and instead will have a fortnightly one-to-one session with their tutor to discuss how they are doing and to support their preparation for life beyond KAS.

All students also have the support of the Director of Sixth Form, Assistant Head of Sixth Form, Assistant Head for Pastoral Care and Wellbeing and access to the School Counsellor should further support be needed. We are proud to be able to provide tailored support for our students based on knowing them as individuals.



## RIA'S STORY



Ria first fell in love with English when she was tasked and encouraged to write poetry and short stories in the Lower School at KAS and that passion grew and developed when she went further up the school and began essay writing in English. Although English was a compulsory GCSE subject, Ria would never have contemplated not taking it and it is now one of her A level choices together with French and Film Studies.

Ria found the broad spectrum of choice available for GCSE quite overwhelming but felt fully supported and guided by the teachers around her to make the right decisions for her and now is very content with her chosen A level subjects.

She chose French because she enjoys languages and she would like to spend time in France as a part of her degree course and to, ultimately, be completely fluent in the language.

Her choice of Film Studies was initiated by a lifelong passion of film but then confirmed with a taster session KAS offered.

Ria hopes to apply for UCL or Oxford to study French and English and would like a career in film eventually.

*"I have been at KAS since Reception and it has been the most amazing experience. There is a reason why I've never gone anywhere else. I've often wondered whether I should, whether I am missing out, whether I should get new experiences - but I have never wanted to leave.*

*KAS really has an atmosphere of community. When you are surrounded by this, you don't realise it is not the norm. But other schools just aren't like this. KAS has made me who I am. I don't know who I would be if I hadn't come here."*

# THE WHOLE STUDENT

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*The opportunity to engage with a wide range of issues*

Our enrichment programme has been designed to enhance the academic curriculum and expose students to a broad range of ideas and activities



**We aim to provide students with opportunities to develop leadership experience, teamwork, adaptability and transferable skills, as well as engaging in critical thinking.**

Enrichment takes place weekly, typically in mixed groups of Y12 & Y13 students.

This year activities include outdoor photography, global advocacy, enterprise and hiking. Students are able to choose a new activity every term. Enrichment provides students with the opportunity to learn new skills, develop new or existing interests and to do something different from their A level subjects. In this way students develop a breadth of experience that supplements their academic studies.

In addition, special classes and workshops will be provided throughout the year on study skills, health, and well-being. Regular callovers (assemblies) also provide Sixth Form students with the opportunity to engage with a wide range of issues designed to enhance their understanding of the world around them.



# CAMP AND TRIPS

At the start of the school year Y12 students usually go on a two-day camp, away from the School. Bringing together current and new students in a relaxed setting helps to create friendship bonds and build community spirit and teamworking skills.

Sixth Formers also have the option to join both the school ski trip and a trip to Sri Lanka in the Easter break to volunteer with our sister school and experience life in a different culture.

# PSHE

Delivered once a week, PSHE at KAS involves a series of themed blocks, which change every half term. Students have the opportunity to suggest topics for study and discussion that they would find especially useful or interesting.

Currently the blocks include:

- **Learning to learn:** study skills of an independent A level student;
- **Addicted to life:** all about addictions and how to deal with the demands of modern adolescence;
- **Relationships and sex education:** managing intimate and family relationships;
- **Healthy lifestyle:** looking after our physical health, through sensible nutrition, exercise and illness awareness;
- **Coping with stress and anxiety** through resilience and mindfulness.

Other topics include: the world of money, issues in modern society, law and justice, diversity and equality, and many more.





# FIT TO STUDY

All Sixth Formers have games on their timetable and there is a choice of sports to get involved in, including: football, basketball, netball, fitness, yoga, pilates, tennis, rounders, badminton and volleyball.

Sport is compulsory and it gives you a chance to get out of the classroom and get some exercise.

Throughout the year, there will be fixtures for our sports teams: football (boys and girls), basketball (boys) and netball (girls). All Sixth Formers are welcome to come to after school clubs to practise for these fixtures.

Our fitness studio is available to Sixth Formers to use in their free time once they have completed a gym induction.

# LIFE AFTER KAS

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*We help  
prepare  
students for the  
world of work*

With a student-centred approach, our careers guidance helps students make choices which are right for them



**At the beginning of Y12 & Y13 students receive individual advice and support to ensure they have chosen the correct programme of study that will enable them to realise their aspirations post A level. We monitor the needs of all students in order to guide them through the whole higher education process,**

**whether this is UCAS, Art, Drama or Music schools. We also help prepare students for the world of work, should they choose not to follow the path of higher education. Students taking a gap year receive assistance to plan a meaningful experience. Year 12 and 13 students have regular guidance meetings as a whole year group, in form and on a one-to-one basis.**

We offer regular workshops as part of our “Life After KAS Form Hour” programme on subjects such as choosing a course, researching universities, overseas applications, finding open days and writing a personal statement. Students and parents are given specific guidance to support them with this. They are also supported individually through their application process, teaching them how to use the UCAS ‘Apply’ programme or complete other forms.

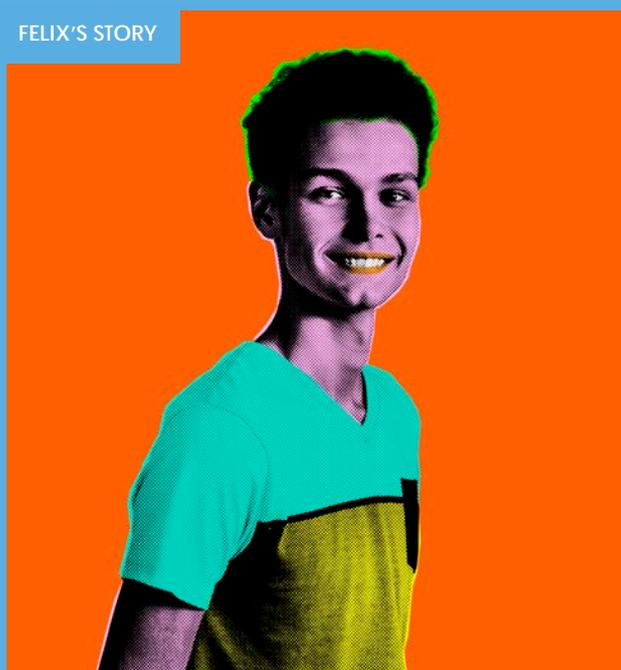
In July of each year, all Year 12 students attend the “Life After KAS Conference,” a two day event held onsite where students hear from external experts on gap years, paths into employment, apprenticeships and university admissions. The conference includes a hands-on personal statement writing workshop and an intensive UCAS application clinic session. Oxbridge applicants are supported by the Head of Department of their chosen subject and their tutors.

Several subject based super-curricular reading groups are offered for students applying to Oxbridge and aspirational universities. Topics are chosen to match student interests, such as the History Salon historiography seminar and the STEP Maths prep group. Oxbridge candidates also receive guidance on developing the independent plan of work required to prepare them as competitive candidates.

Post A level applicants are fully supported and invited to return in the autumn of their gap year for help with their applications. Parents are kept well informed through various presentations and literature in order to best support their children.



## FELIX'S STORY



Whilst building a drone for a Higher Project Qualification project in Year 10, Felix discovered his love for Physics. He is now in Year 13 studying Physics, Chemistry and Further Maths and in the process of applying for Cambridge, Imperial, St Andrews, Durham and Leeds to take a degree in Physics and hopes to eventually have a career in Experimental Physics. He takes his work home with him as his out of school hobby is computer programming - although he gives himself a break by kayaking.

Felix moved to the UK from Germany and began at KAS in Year 9.

*"I chose KAS because I loved the fact that the teachers I met were so excited about what they teach. That has turned out to be the reality; it is completely different from other schools where the teachers often seem bored with their subjects, particularly if they have taught them for a long time. That excitement rubbed off on me and by working on projects set by the school, I discovered my love of Physics and KAS have encouraged that passion and helped me to get to the level I am at now.*

*KAS accepts you for who you are. And helps you become the best you can be. They have helped me find what I like and what interests me."*



# SPACE TO LEARN

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*A unique and inspiring place to study*

Sixth Formers at KAS benefit from their own dedicated study areas situated in our tree-filled grounds

You will be joining KAS at an exciting time as we enter the next stage of our development. One of our major projects is the building of a new Sixth Form Centre which is due to open in April 2020. You will be part of one of the first year groups to benefit from this dedicated, modern and inspiring new space for Sixth Formers which will include a common room, study centre, careers library and outdoor terrace.

Sixth Formers already enjoy their own dedicated Common Room where they are able to relax in between lessons. With tea, coffee and refreshment facilities, the Common Room provides somewhere to socialise with other students.

Study space is provided in the Upper School Library. A comfortable, welcoming environment, the Library is available throughout the school day whether students want to borrow books for their latest coursework, use our online resources, study, or just curl up with a good read.

The King Alfred School is situated over two sites on the edge of Hampstead Heath. The Sixth Form is based mainly on our Manor Wood site which is centred around a beautiful field. With facilities including: state-of-the-art labs for science, ICT suite, a professional theatre, music and drama practice spaces, Music Technology suite, Design Technology workshops, dark room, blacksmithing forge, video editing suite, light-filled art studios, gym, fitness studio, two astro pitches and dedicated classrooms for all subjects, it's a unique and inspiring place to study.





## ALANNA'S STORY



For as long as she can remember, Alanna has loved reading - and writing.

She believes that books are important, that they can make a difference and that they can influence change.

Her love of books grew even more at KAS because she so enjoyed the way she was taught English and so now, in Year 12, it is one of her chosen A level subjects, alongside Drama and History.

Alanna chose Drama because she loves performing as she finds it a great way to express emotions and to get rid of what is bottled up inside. As someone who loves reading - and writing - plays (Tennessee Williams is her favourite playwright) it is a natural progression to want to act in them too.

She chose History because it fosters good skills such as

examining and evaluating evidence and essay writing - and Alanna believes in order to effect change, we need to look at the past. Also, it gives her the added bonus of being able to write period literature confidently and knowledgeably.

Not surprisingly, Alanna wants to go on to university to study English and, potentially, to become a writer.

*"The dynamic between the teachers and the pupils at KAS is really important. Teachers go out of their way to help; to organise revision timetables, to offer wellbeing meetings during the stress of GCSEs. At KAS you are allowed and encouraged to explore who you want to be, to make your own decisions instead of having them made for you. You are not forced to follow a particular route but you are supported in finding what is best for you."*

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# STRETCHING YOURSELF

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*The EPQ helps students prepare for university style learning*

Because learning doesn't have to end when lessons do

**Co-ordinated by Extended Project Qualification mentors, the EPQ is a qualification that all sixth formers can take to show what they are capable of when given the chance. There is no formal teaching, and there are no exams.**

Students choose the topic they wish to investigate, and will be entirely responsible for the project content. A tutor is assigned to teach the basic skills required to realise the project. Some skills will be relevant to all projects: time management, research, organisation, but others will be very specific to the project carried out by a student.

The project, once finished, can be either a 5000-word written investigation, or a “production” by the student: this could be an artefact, a website, a performance, a novel, the organisation of an event, a blog, directing a play... in that case, a 1000-word document will complement the project.

Students also have to submit a production log which records planning and progress, including the review meetings with their supervisor.

Finally, students will need to make an oral presentation of their project in front of an audience.

The students' work is assessed and moderated by the teachers, before being submitted to the board. Marks are awarded as follows:

- Project Management Skills: 20%
- Effective use of resources: 20%
- Developing and realising the project: 40%
- Review / evaluation of own performance: 20%

The project is equivalent to half an A level and is graded in the same way. So an A\* grade would give 70 UCAS points, an A 60, a B 50, a C 40, a D 30 and an E 20.

Embarking on such a project is a very good way for students to prepare themselves for University style learning and can be a means of distinguishing between equally good students when it comes to University applications.



## LOUIS' STORY



Louis grew up watching his father and his grandfather fix the unfixable and was in awe. He looked up to them and wanted to emulate them.

So, when he joined KAS in Reception, he started doing DT immediately and has excelled in it to the point that he is now, in Year 12, studying it for A level along with Politics and History.

Louis chose Politics because he is genuinely interested in current affairs all over the world and wants to be sure he votes with knowledge. He selected History because he feels it helps him to understand how we got to where we are.

Louis is considering either Law or Architecture for his degree and subsequent career. Law, because his father is a solicitor and so has grown up hearing

about legal matters and Architecture because it ties in with his love of DT.

Louis plays a couple of hours of video games daily and also adores music.

*"I've been at KAS since Reception and it has helped me in many, many ways. The teachers are all incredibly supportive. You genuinely have a personal relationship with them and if you are not doing well in something, rather than judge you they help you. It's not about pressure, it's about encouragement. I was always really bad at both Maths and spelling but the teachers supported me with so much extra help that now I am confident and good at both. They have encouraged me with the stuff I love and helped me develop."*

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# SUBJECTS

ART AND DESIGN/BIOLOGY/CLASSICAL  
CIVILISATION/COMPUTER SCIENCE/  
CRITICAL AND CONTEXTUAL STUDIES  
IN ART AND DESIGN/ECONOMICS/  
ENGLISH LITERATURE/FILM STUDIES/  
FRENCH/GEOGRAPHY/HISTORY/LATIN/  
MATHEMATICS/ FURTHER MATHEMATICS/  
MUSIC/MUSIC TECHNOLOGY/  
PHOTOGRAPHY/PHILOSOPHY/PHYSICS/  
POLITICS/PSYCHOLOGY/SPANISH/  
THEATRE STUDIES/THREE DIMENSIONAL  
DESIGN (ART & DESIGN)/EXTENDED  
DIPLOMA IN PERFORMANCE AND  
PRODUCTION ARTS



# ART AND DESIGN

## EXAM BOARD:

OCR

## Entry requirements:

A Grade 6 at GCSE in an Art related course.

## Head of department:

Will Lewer

**Art and Design at A-level will build on the experiences of students at Art GCSE, but with a keener emphasis on deep enquiry and independence.**

Projects will be theme-based with students encouraged to build up research across a range of ideas and disciplines. Increasing independence, initiative and ambition will all be features of working at this level, as will a developing engagement with issues around the practice and theories of contemporary art and design and culture.

Students will gain experience of the following in each year:

- Developing a body of independent imaginative work and ideas in 2, 3 and 4 dimensions
- Working in groups and individually to experiment and develop work to long and short briefs
- Life drawing sessions after school and 3D sculpture workshops.
- Gallery visits to London's main commercial and public collections to see and experience live art

- Introduction to a broad range of practice-based processes and materials
- An annual Year 12/13 foreign art trip (we have been to Eindhoven, Berlin, Paris and Venice in recent years). This will be dependent on government advice relating to Covid 19.
- Designing, mounting and hanging interim exhibitions of their own work throughout the course
- Advice and support in building a portfolio of work for application to Art College, if relevant.

## Assessment

### Unit 1 (60%)

Unit 1 is structured around 2 thematic enquiries over the first year of the course in which students build a diverse and substantial folder of work. The focus is on exploration, discussion and investigation rather than resolved outcomes. Students will develop their own ideas through sketchbook exploration, and study the working practices and contexts of a range of related artists, designers and creative practitioners. They will be encouraged to be independent,

inventive and bold, and to visit exhibitions to inform their work.

As part of their Unit 1 submission students will make an independent investigation into an aspect of the subject that interests them and write an essay of 1500 words.

### Unit 2 Externally Set Assignment Year 13 (40%)

The ESA takes place from February to June of the Y13 year, and is a standalone project that is worth 40% of the A Level. Students choose one of six themes set by the exam board and make an independent enquiry which culminates in a final, or series of, resolutions over 3 days. Students will be encouraged to investigate and explore mediums and processes that inspire them, and to build a body of informed work that culminates in ambitious and individual resolutions.

All project work will be exhibited and celebrated at the end of the course with a big final exhibition.

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# BIOLOGY

## EXAM BOARD:

## EDEXCEL BIOLOGY A

(SALTERS – NUFFIELD)

## Entry requirements:

Grade 7/7 in Double Science or grade 7 in GCSE Biology.  
Grade 7 in GCSE English Language and Mathematics.

## Head of department:

Phil Price

This course has been designed to engage and inspire students by showing how an understanding of many contemporary issues requires a grasp of fundamental biological ideas.

The A level course in the first year of Sixth Form contains a well-balanced spread of topics including blood circulation and the heart, DNA and protein synthesis, enzymes, cell biology, evolution and biodiversity. Associated medical issues such as cardiovascular disease and cystic fibrosis are also explored. A level topics include forensic science, ecology, microorganisms, sport science, biochemistry, the nervous system and an introduction to how the brain works. The body's response to infection is studied and the diseases which can result when the immune system fails to cope are investigated.

There is no coursework component within the course, however, students complete a series of core practicals that will be examined in their written exams.

The Biology Department is well resourced with up-to-date equipment such as a polymerase chain reaction thermocycler and gel electrophoresis.

## Year 1

- Topic 1: Lifestyle, Health and Risk
- Topic 2: Genes and Health
- Topic 3: Voice of the Genome
- Topic 4: Biodiversity and Natural Resources

## Year 2

- Topic 5: On the Wild Side
- Topic 6: Immunity, Infection and Forensics.
- Topic 7: Run for your Life
- Topic 8: Grey Matter.

## Assessment

### Paper 1:

**The Natural Environment and Species Survival.** Two hours. 100 marks (33.33% of the total qualification)

### Paper 2:

**Energy, Exercise and Co-ordination.** Two hours. 100 marks (33.33% of the total qualification)

### Paper 3:

**General and Practical Applications in Biology.** Two hours. 100 marks (33.33% of the total qualification)

# CHEMISTRY

## EXAM BOARD:

## EDEXCEL

### Entry requirements:

Grade 7/7 in Double Award GCSE, or 7 in GCSE Chemistry. Grade 7 in both GCSE Mathematics and English Language.

There is no coursework but students will be expected to complete at least 12 core practicals. Questions in Paper 3 will assess practical techniques.

### Head of department:

Phil Price

**A level Chemistry trains the mind to think clearly and rationally about any problem, not merely a science problem. Logic, objectivity and fairness are also qualities highly regarded by academics and employers alike; indeed Chemistry almost seems to be designed with these qualities in mind.**

In recent years Chemistry has been a popular choice at A level and the modular course has proved attractive to Sixth Formers as well as delivering very good results. Looking ahead to higher education, a Chemistry A level is recommended for courses such as Environmental Science and Engineering, as well as the more obvious Chemistry, Biochemistry and related subjects. Chemistry at A level is essential if you wish to study courses in Medicine, Dentistry or Veterinary Science at university. The course is not modular and all the material covered will be examined at the end of the two year course.

### Year 1 Topics

- Atomic Structure and the Periodic Table
- Bonding and Structure
- Redox
- Inorganic Chemistry and the Periodic Table
- Formulae, Equations and Amounts of Substance
- Bonding and Structure
- Formulae, Equations and Amounts of Substance
- Organic Chemistry
- Modern Analytical Techniques
- Energetics
- Kinetics
- Equilibrium

### Year 2 Topics

- Atomic Structure and the Periodic Table
- Bonding and Structure
- Redox
- Inorganic Chemistry and the Periodic Table
- Formulae, Equations and Amounts of Substance
- Energetics
- Equilibrium
- Acid-base Equilibria
- Transition Metals
- Bonding and Structure
- Redox

- Formulae, Equations and Amounts of Substance
- Organic Chemistry
- Modern Analytical Techniques
- Kinetics I
- All topics across the full A level specification.
- Half of the paper will focus on testing students' knowledge and understanding of practical skills and techniques.

There is no coursework but students will be expected to complete at least 12 core practicals. Questions in Paper 3 will assess practical techniques.

## Assessment

### Paper 1:

**Advanced Inorganics and Physical Chemistry.** One hour and 45 minutes. 90 marks (30% of total qualification).

### Paper 2:

**Advanced Organics and Physical Chemistry.** One hour and 45 minutes. 90 marks (30% of total qualification).

### Paper 3:

**General and Practical Principles in Chemistry.** Two hours and 30 minutes. 120 marks (40% of total qualification).

# CLASSICAL CIVILISATION

## EXAM BOARD:

OCR

### Entry requirements:

Grade 6 or equivalent in English, History, Classical Civilisation, Religious Studies or similar at GCSE.

### Extra information:

We will visit the British Museum as part of our studies and if possible, we will also go to Classical Greek plays, either in the original with subtitles or in translation, and to lectures and other relevant events. We are hoping to run a Classics Department trip to Greece this year and a Classics Club will be starting very soon, with active participation by the 6th formers.

### Head of department:

Judith Rice

A knowledge of the civilisations of Greece and Rome is fundamental to an understanding of our own. The new A level syllabus offers an integrated study of literature, art, history, culture and philosophy in the ancient Mediterranean world. No previous knowledge of the subject is needed at all, although if you already have GCSE Classical Civilisation you will enjoy deepening and broadening your understanding

A typical lesson will involve reading or studying a primary source (an extract from a Greek poem or an image of a Roman sculpture, for example), followed by a teacher-led discussion. Often we will turn the spotlight back from the ancient world onto our own world to reassess the nature of our modern societies and values.

An A level in Classical Civilisation provides an excellent basis for a range of degrees from Art to Philosophy. The subject can also be continued at university on its own or in combination with others. A Classics degree will require the study of Latin and/or ancient Greek, but the languages are not an entry requirement in most cases.

Classical Civilisation degrees do not require language study, and there are also options such as Ancient & Modern History, Archaeology & Anthropology, Classics & English, Classics & Oriental Studies, and Classics and Modern Languages. Well-known public figures who have found the study of Classics a valuable training before going to high achievement in other fields include: JK Rowling (best-selling author of the Harry Potter series), Tom Hiddleston (Actor), Susan Greenfield (who presented the series Brain Story on BBC2), Sir Anthony Cleaver (ex- Chairman of IBM, Head of UK Atomic Energy Authority), and Sir Jeremy Morse (ex-Chairman, Lloyds Bank).

### Assessment

At the end of two years you will sit three papers and exam questions test a balanced combination of factual knowledge and evaluative skills, both historical and literary.

#### Paper 1:

**The World of the Hero.** This is a compulsory paper consisting of an in-depth study of either Homer's Iliad or Homer's Odyssey and Virgil's Aeneid. At KAS we

study the Iliad. These Epic poems are studied in translation.

#### Paper 2:

**Culture and the Arts.** You will study one of the following options: Greek Theatre; Imperial Image; Invention of the Barbarian; Greek Art. All of these topics involve the study of visual and material culture and all but Greek Art include the study of literature in translation. At KAS, the current choice is The Invention of the Barbarian, which looks at the Greeks and their attitude to 'others', especially the Persians. This exciting course offers the chance to learn something about the Persian empire as well as about the Greeks.

#### Paper 3:

**Beliefs & Ideas.** You will study one of the following options: Greek Religion; Love and Relationships; Politics and the Late Republic; Democracy and the Athenians. These topics involve the study of an area of classical thought, in combination with the study of literature in translation or visual/material culture. Currently at KAS we study Greek Religion.

# COMPUTER SCIENCE

## EXAM BOARD:

OCR

## Entry requirements:

In line with KAS A level entry requirements.

## Extra information:

You'll have opportunities to see computing outside of the classroom during visits to London Stock Exchange, National Museum of Computing and conferences at Imperial. We also run a robotics and programming club.

## Head of department:

Raj Bhalsod

**A level Computer Science introduces students to a practical and relevant approach to the changing world of Computing.**

Combined with academic principles, the course is intensely creative combining invention, innovation and excitement enabling learners to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation.
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so.
- The capacity to think creatively, innovatively, analytically, logically and critically.
- The capacity to see relationships between different aspects of computer science.
- Mathematical skills.
- The ability to articulate (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

In addition to lessons, students will be required to work independently in order to understand the theory material for the two examinations which they will complete in Year 13. Students will also be expected to develop an understanding of programming in order to prepare for the non-examination programming coursework unit. Skills will also be developed in solving problems, designing systems and understand the power and limits of human and machine intelligence, preparing them to go on to study Computer Science at a higher level.

## Assessment

### Component 01 – Computer Systems

This is one written paper worth 40% of the total A level. The content assessed is:

- 1.1 Characteristics of contemporary processors, input, output and storage devices
- 1.2 Software and software development
- 1.3 Exchanging data
- 1.4 Data types, data structures and algorithms

- 1.5 Legal, moral, cultural and ethical issues

### Component 02 – Elements of computational thinking

This is one written paper worth 40% of the total A level. The content assessed is:

- 2.1 Elements of computational thinking
- 2.2 Problem solving and programming
- 2.3 Algorithms

### Component 03 or 04 – Programming Project

This is a non-exam assessment (coursework) worth 20% of the total A level.

- 3.1 Analysis of the problem
- 3.2 Design of the solution
- 3.3 Developing the solution
- 3.4 Evaluation



# CRITICAL AND CONTEXTUAL STUDIES IN ART AND DESIGN

## EXAM BOARD:

OCR

## Entry requirements:

Students may have studied art at GCSE, but this is by no means an obligation. On this course there are opportunities for both the more academic student and the more practical art-based student.

We would expect students to have a achieved a grade 6 in either English, Art, History or Photography GCSE.

## Head of department:

Will Lewer

**This is a course that will address the major challenges that face our society today. It will explore the way that art, architecture, fashion, photography, graphic design have both shaped and helped us understand the issues of the day.**

We will explore the lives of artists, the challenges they address both political and personal, and the continuing relevance of those challenges today.

How do ideas, tensions and challenges repeat and evolve across time and cultures? E.g. class inequality, political censorship, feminism, protest? How do we engage with an increasingly complex and fluid culture of identities?

This is a personal and political course that critically engages with art and its vital role in providing a critique of our society.

You will use a work journal to record ideas and a folder for practice-based work. You will curate exhibitions and study how artists, writers and galleries communicate ideas to a public. You will visit galleries and learn how to make sense of them and

develop a language to address their approaches. You will be encouraged to visit galleries and exhibitions and to base your learning around responses to primary recording. You will lead and model your enquiries around your own individual interests. It is both written and visual.

## Assessment

### Unit 1 The Personal Investigation (60%)

Students build a portfolio of investigatory work which explores the context in which art, design and architecture is made, the cultural pressures and influences which shape it and in which it exists. The portfolio will explore ideas around chosen themes, such as the human figure in art, representations of women in art, architecture and the built environment. Students will be able to shape their investigations around their individual interests.

- Research will take the form of sketchbook-based enquiry, balancing written and visual materials.
- Formal and visual analysis lie at the heart of understanding art work. Students will develop skills in extended written analysis accompanied by

relevant visual research;

- Exhibition visits, reviews, websites, interviews, newspaper reports, curation ideas, presentations, as well as practical responses all provide ways that students can respond.
- Comparative analysis in the differentiation between styles, genres, subject matter and historical cultures allied to an understanding of practical techniques and materials and how they affect meaning.

### The External Assignment (40%)

This is a timed project over 6-8 weeks in which students respond to one of a number of starting points set by the board, and make a personal investigation. You will build an understanding of relevant technologies, materials, processes and resources; continuity and change in different genres, styles and traditions relevant to their chosen areas of study, how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts; how images and artefacts relate to the time and place in which they were made and to their social and cultural

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context; a working vocabulary and specialist terminology which are relevant to their chosen area of study. Outcomes can be in the form of a curated exhibition, a series of practical responses, or architectural models, an illustrated essay, with their studies showing a depth of research and reading, understanding and analysis.



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# ECONOMICS

**EXAM BOARD:**

**EDEXCEL**

## Entry requirements:

Grades of 6 or above at GCSE in Maths and English/History.

## Head of department:

Victoria Gibson

Economics looks at the question of how to allocate resources optimally both from an individual's point of view (Microeconomics) and also from the perspective of society as a whole (Macroeconomics). At its root lie moral questions about how we want to live our lives both as individuals and as a social unit. Based upon a number of assumptions on these issues Economics builds a conceptual structure that allows us to explain how resources are allocated in the world today. Once you understand this conceptual structure you can then use it as a framework to assess the limitations of how society works and explore ways to improve it.

Economics is not all about money! The study of economics helps you to understand various aspects of finance but Economics is primarily about choice, scarcity, opportunity and the impact of decision making on our lives. You may be asked to think about questions as diverse as "Why do we have a sugar tax and is it fair?", "Should those who are unemployed receive benefits?" and "Will the UK be better off outside of the EU?" Economics offers a way of

thinking about the world that enables us to make the best of what we have both as individuals and as society as a whole.

In order to be able to enjoy studying Economics you need to be able to construct logical arguments from many different perspectives. Whilst the Maths component of the specification is not onerous you will need to be fluent with interpreting data in graphical form and with the concepts of ratio, percentage and index numbers. Classroom discussions will be based on a wider reading list that you will need to go through independently.

This is a challenging two-year linear course that is examined synoptically at the end. It gives you the opportunity to gain a deeper understanding of the subject whilst developing your study skills to prepare you for university life. Consequently it has a higher UCAS tariff than the modular A-level courses that are currently offered by the various exam boards.

## Assessment

The 2-year linear course has 3 papers

### Paper 1:

#### Markets and business behaviour

- multiple choice (20) and data response (60)
- 35% of final grade

### Paper 2:

#### The national and global economy

- multiple choice (20) and data response (60)
- 35% of final grade

### Paper 3:

#### Microeconomics and macroeconomics

- two data responses (50 and 50)
- 30% of final grade



# ENGLISH LITERATURE

## EXAM BOARD:

OCR

## Entry requirements:

Grade 7 in GCSE English Literature and GCSE English Language. An enthusiasm for reading and a curiosity about the world are essential.

## Head of department:

Alex Marrion

The idea that reading for pleasure is one of the keenest enjoyments in life is central to our teaching. We believe that creating an atmosphere in which reading is a joy allows students to develop in confidence as thinkers about literature, rather than simply consumers. Our classes are discursive and we encourage both lively debate and self-reflection.

The OCR A level qualification allows learners to:

- Read widely and independently, both set texts and others that they have selected for themselves
- Engage critically and creatively with a substantial body of texts and ways of responding to them
- Develop and effectively apply their knowledge of literary analysis and evaluation in writing
- Explore the contexts of the texts they are reading and others' interpretations.

## Assessment

### Component 1 – Drama and Poetry pre-1900

- 40% of A-level
- Written exam paper of 2 hours 30 minutes
- Closed text

Three texts are studied Text choices include:

- **Shakespeare**
  - Coriolanus
  - Hamlet
  - Measure for Measure
  - Richard III
  - The Tempest
  - Twelfth Night
- **Drama**
  - Edward II – Marlowe
  - The Duchess of Malfi – Webster
  - She Stoops to Conquer – Goldsmith
  - A Doll's House – Ibsen
  - An Ideal Husband - Wilde
- **Poetry**
  - The Merchant's Prologue and Tale – Chaucer
  - Paradise Lost Books 9 & 10 – Milton
  - Selected Poems – Coleridge

- Maud – Tennyson
- Selected Poems – Christina Rossetti

### Component 2 – Comparative and Contextual Study

- 40% of A-level
- Written exam paper of 2 hours 30 minutes
- Closed text
- Learners choose one topic area and study two whole texts: American Literature 1880–1940; The Gothic; Dystopia; Women in Literature; and The Immigrant Experience are the choices.

Text choices include:

- **American Literature 1880-1940**
  - The Great Gatsby – Fitzgerald
  - The Grapes of Wrath – Steinbeck
  - The Age of Innocence – Wharton
- **The Gothic**
  - Dracula – Stoker
  - The Bloody Chamber and Other Stories – Carter
  - Frankenstein - Shelley

- **Dystopia**

- The Handmaid's Tale – Atwood
- 1984 – Orwell
- Brave New World - Huxley

- **Women in Literature**

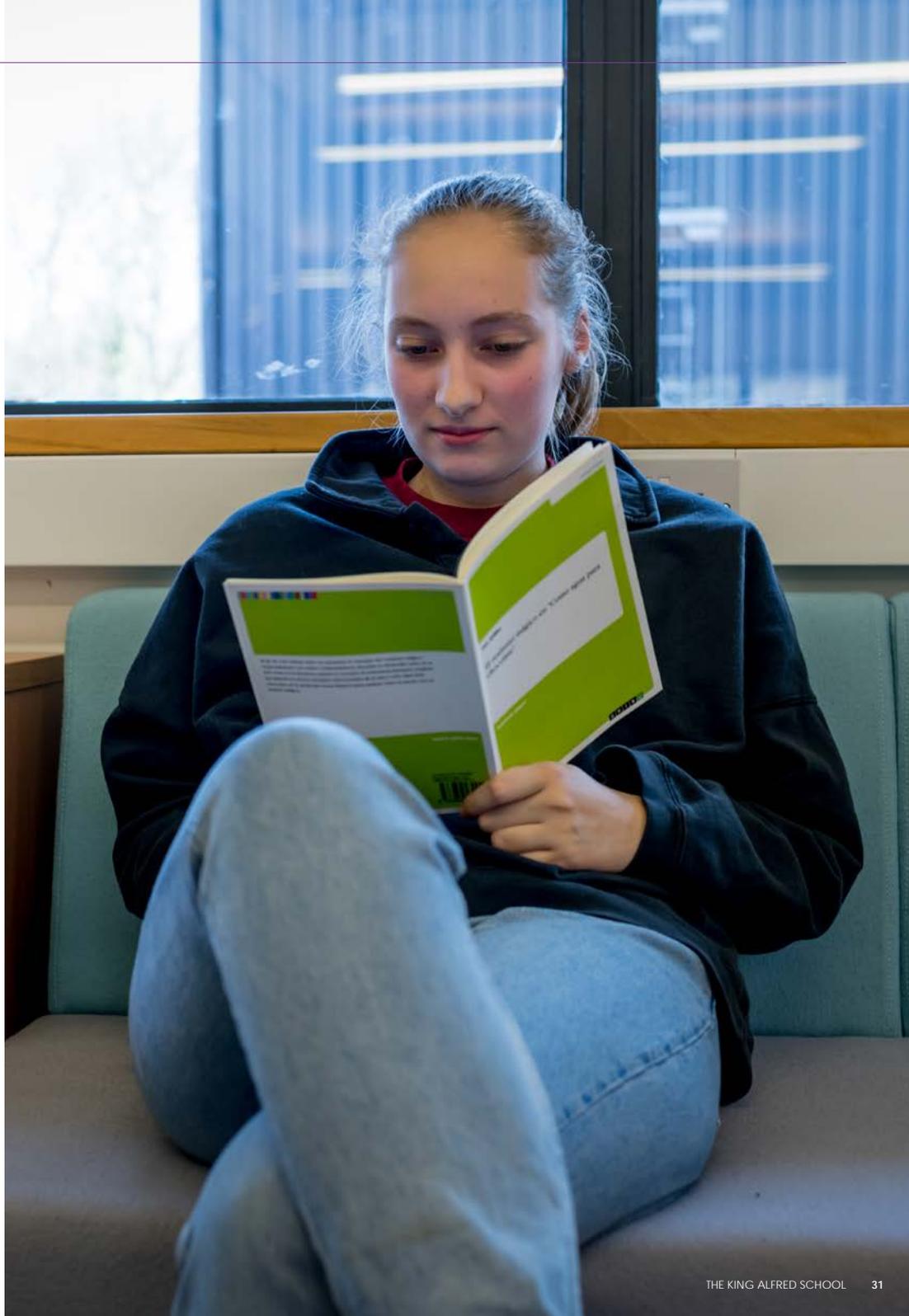
- Sense and Sensibility – Austen
- Mrs Dalloway – Woolf
- The Bell Jar – Plath

- **The Immigrant Experience**

- The Reluctant Fundamentalist – Hamid
- Call It Sleep – Roth
- Brick Lane – Ali

### **Component 3 – Literature post-1900**

- 20% of A-level
- Coursework (3,000 words)
- Two tasks with a choice of close reading critical analysis OR re-creative writing with commentary AND a comparative essay



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# FILM STUDIES

## EXAM BOARD:

OCR

### Entry requirements:

Grade 6 in English and at least one other art or humanities subject.

### Extra information:

At KAS students can expect to attend several different days at the British Film Institute where there are short film courses and competitions we encourage you to enter. We go on cinema visits as well as putting on our own screenings through the Year 12 Film Club - Star Wars was the most recent screening and there are plans for regular screenings next year. We are also planning some alumni film events, plus masterclasses/panel events for 2019/2020.

### Head of department:

Nuray Jemil

**The new, linear OCR Film Studies A level course involves the detailed analysis of the forms and conventions of film. It combines practical production in conjunction with written, theoretical examinations. Any required technical skills will be taught in Year 12, including the use of digital DSLRs, camcorders and Final Cut Pro X.**

Students are encouraged to watch and analyse all forms of film - including British independent, short films, European experimental film, documentary and Hollywood blockbusters - to gain a thorough understanding of film conventions and industry practices. Students develop their own understanding of the film industry through independent study, and it is recommended that they view films beyond the set film list, as well as keep abreast of industry developments through online features, film magazines, TV and radio podcast dedicated to the business of film. They will also take part in workshops and screenings at the British Film Institute and our own Phoenix Theatre. Students will develop their own practical skills to the point at which they

are able to make independent decisions about research and planning, production and post production.

### Year 1

- Studying Film – exploring film history through micro elements, such as cinematography, editing and sound. Film choices include 2001: A Space Odyssey and The General.
- Contemporary US and UK film industries – looking at film as text, covering elements of narrative, genre and representation in films like Star Wars: The Force Awakens and Ex-Machina.
- Practical - short filmmaking - students make either a 4-5 minute short film from script to screen, or a ten-page screenplay with photographed plans and storyboards. Students watch a selection of eight short films, which should inspire them in terms of camera, mise en scene, narrative and representation. All practical work is produced individually by each student, though they are encouraged to put together a crew to assist on shooting days.

## Year 2

- European Cinema – part of the Film History examination, this unit explores film movements like German Expressionism as well as the experimental nature of film, from Nosferatu to L'Age D'Or.
- Documentary Film – filmmaking, theory and critical debates on naturalism and narrative. Film choices include Searching for Sugar Man and Man on Wire.
- Ideology across three films – a theme-based unit, which explores films from an ideological perspective. For example, themes of family and home will be compared across Moonrise Kingdom, A Separation and Room.

## Assessment

Written examinations account for 70% of the overall qualification, so students must possess very good analytical and literacy skills. There are three assessments in total:

- Film history. This is a 2 hour exam with a weighting of 35%.
- Critical approaches to film. This is a 2 hour exam including synoptic assessment with a weighting of 35%.
- Making a short film. This is a non-exam assessment with a weighting of 30%.



# FRENCH

## EXAM BOARD:

AQA

### Entry requirements:

Levels 7-9 in French GCSE are needed to be able to access the syllabus confidently.

### Extra information:

Each year we host the French Theatre Festival here at King Alfred School and all students are encouraged to enter. We also enter students into the French Debate competition (ISMLA). One of the highlights for most students is the annual language and cultural enrichment trip to Lyon. In addition to these students are given the opportunity to participate in:

- The fortnightly French Debate club
- The Stephen Spender translation competition
- Outings to A level French conferences
- Outings to the BFI for student conferences regarding French film
- Theatre performances in French in London (depending on what is currently showing)

### Head of department:

Camilla Parsons

**Pupils at KAS follow the AQA French A level syllabus. The course provides stimulating content to enable students to develop their linguistic skills alongside their understanding of the culture and society of countries where French is spoken.**

Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world. Students also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues in which have shaped them. Students will study texts and have the opportunity to carry out independent research on an area of their choice.

Films from French-speaking directors and literature from French authors form part of the teaching content, and are

studied either as extracts or as whole pieces over the two-year course.

In the first year, students will develop their reading, writing, listening, translating and speaking skills over the following topics: changing family structures, cyber-society; volunteering; cultural heritage and French contemporary music. A film will also be studied in depth.

In the second year, topics include multiculturalism, the socially marginalised, criminality, the vote, social protest and immigration. A piece of literature will be studied in depth, and students get to do some individual research for a presentation as part of the oral examination.

Pupils also benefit from 1:1 speaking sessions with their teachers throughout the course.

We provide an enriching experience in French, so our teaching extends beyond the classroom. A trip is organised annually to Lyon, to which students are actively encouraged to take part. We also run a French debating

club every fortnight, which has a huge impact on students' speaking confidence and fluency. We are a member of the Independent School Modern Languages Association (ISMLA) and join in their annual debating competition every year. Finally, a French Drama Festival takes place at KAS every year; this is mainly designed for A level students and enables them to explore their acting skills in a foreign language whilst competing against 15 other schools.

## Assessment

### Paper 1:

**Listening, reading and writing:** two hours 30 minutes; 50% of the A level

### Paper 2:

**Writing:** two hours; 20% of the A level. two hours 30 minutes;

### Paper 3:

**Speaking:** 21-23 minutes; 30% of the A level.



# GEOGRAPHY

## EXAM BOARD:

OCR

## Entry requirements:

Grade 7 or above at Geography GCSE.

## Head of department:

Fay Crowther

By focusing on the major global issues likely to dominate our future sustainable use of the planet, Geography encourages students to think about their own place in the world; their values, their rights and their responsibilities. It encourages them to find out more about the places that they are connected to or interested in. Geography appeals to those with enquiring minds who are interested in a wide range of issues and would like to keep breadth as well as depth in their A level programme.

The study of Geography also develops many transferable skills that form the basis of life-long learning. Geographers are independent thinkers who are able to critically analyse and respond to issues, data or ideas they are presented with in a systematic and informed way. These skills prepare students well for university and make them highly desirable employees in whatever field they choose to pursue. Geography graduates can be found in every area of the economy; from the arts through charity work to the Civil Service and the City.

The new OCR A Level course runs over two years and be examined in three exams at the end of Year 13; in addition to one piece of coursework as detailed below.

## Assessment

### Topic:

#### PHYSICAL SYSTEMS

- Landscape Systems (Coastal Landscapes)
- Earth's Life Support Systems (Carbon cycle & Water Cycle)

### % of A level & assessment detail

- 22%
- 66 marks
- 1 hour 30 minute written paper

### Examples of content studied / skills developed

- How are coastal landforms developed? (case studies of UK and global coastlines).
- How do coastal landforms evolve as climate changes? (sea level rise – future challenges).
- How do humans change coastal landscapes? (economic development in coastal areas, coastal management).
- Water & carbon cycles in the Tropical Rainforest & the Arctic Tundra.

### Topic:

#### HUMAN INTERACTIONS

- Changing Spaces; Making Places
- Global Connections (Option B: Migration & Option D: Power & Borders)

### % of A level & assessment detail

- 22%
- 66 marks
- 1 hour 30 minute written paper

### Examples of content studied / skills developed

- How places are represented in the media?
- How place identities are created?
- Comparing contrasting places.
- Inequalities between places.
- Global changes in migration in the C21st.
- Defining nations, states & sovereignty.
- Exploring global governance & conflict, including the role of the UN.

### Topic:

#### **GEOGRAPHICAL DEBATES**

- 2 from the 5 options
- Climate Change
- Disease Dilemmas
- Exploring Oceans
- Future of Food
- Hazardous Earth

#### **% of A level & assessment detail**

- 36%
- 108 marks
- 2 hours 30 minutes written paper

#### **Examples of content studied / skills developed**

- Climate change: we will explore the evidence for climate change as well as the counter-arguments. Should the current predictions unfold, we will look at the potential consequences across the globe. We will also seek out stories of success.
- Future of Food: we will explore food as a resource; supply chains that have become increasingly complex as a result of globalisation, as well as the challenges of food insecurity linked to development.

### Topic:

#### **INDEPENDENT INVESTIGATION**

#### **% of A level & assessment detail**

- 20%
- 60 marks
- Non-Examined Assessment (Coursework)

#### **Examples of content studied / skills developed**

- 3000-4000 word report. With guidance from their teachers, students will:
  - develop their own questions to investigate,
  - design and implement a fieldwork plan,
  - collect primary & secondary data,
  - present this data using a wide variety of maps, graphs and other appropriate techniques,
  - analyse their findings, use statistics,
  - draw conclusions
- evaluate the success of their work and the sources/ techniques they have selected.



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# HISTORY

**EXAM BOARD:**

**EDEXCEL**

## **Entry requirements:**

Grade 6 in History or English GCSE.

## **Head of department:**

Leon Witham

**This is an exciting and relevant History course that gives students the chance to explore topics and key themes that span the 17th, 19th and 20th centuries, and provides an excellent bridge between GCSE and university.**

The theme of revolution in Europe runs through two of the modules, with the challenges of Civil War, Restoration and Glorious Revolution in Britain and the Revolution in Russia. Alongside this course students study a wide ranging look at Civil Rights and race relations in the USA from the end of the Civil War up to the election of Obama.

We are very supportive in encouraging all our students to achieve their best work. There is a strong focus on essay writing and document analysis and we place a high emphasis on class discussion and wider reading. Coursework in particular will help develop students' research and independent study skills.

## **Unit 1:**

Britain, 1625-1701: Conflict, Resolution and Settlement.

## **Unit 2:**

Russia in revolution, 1894-1924.

## **Unit 3:**

Civil rights and race relations in the USA, 1850-2009.

## **Unit 4:**

Coursework on interpretations of the Civil Rights movement.

## **Assessment**

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### **Year 12 Unit 1 (30%)**

Two essays and one source-based interpretation question.

### **Year 12 Unit 2 (20%)**

One source based question and one essay.

### **Year 13 Unit 3 (30%)**

Two essays and one source based question.

### **Year 13 Unit 4 (20%)**

A single coursework assignment on a question set by the school.

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# LATIN

## EXAM BOARD:

EDEXCEL

### Entry requirements:

Minimum Grade 6 or equivalent in Latin GCSE.

### Head of department:

Judith Rice (+photo)

**Every time you get a bus or spot an ambulance or pram, use a credit card or debit card or follow somebody's example, see the doctor etc .... you are using Latin. It's there in everyday language: far from dead, it's very much alive.**

Latin was the language of one of the world's most extensive, powerful and long-lasting empires. After the fall of the Roman Empire it became the language of learning and of the Christian Church, used in the corridors of power and as the language of faith for centuries. It also changed, gradually becoming the modern Romance languages we are so familiar with today: Italian, Spanish, French, Portuguese and Romanian. Through these languages it influenced English. People who study Latin find it helps with their English grammar, vocabulary and spelling; it gives an insight into modern languages; it helps with scientific terminology and stretches the mind with puzzles and poetry.

Above all, it gets you to the heart of the Roman and medieval mind. With Latin, you can read ancient and medieval literature in their original. Latin A level enables you to study the language to a high level and to read some of the world's greatest literature in the language in which it was written.

### Assessment

At the end of the second year of study there will be four papers.

#### Paper 1 – Unseen translation

This paper requires students to translate a passage of unseen narrative prose and a passage of unseen poetry in English, and to scan two lines of Latin verse. The prose passage will come from the historian Livy and the poetry from Ovid, so we will prepare for the examination by reading extracts from their work.

#### Paper 2 – Prose Composition or Comprehension

For this paper, students are given a choice: they can either translate unseen material from English into Latin or demonstrate their understanding of a passage of unseen prose text through comprehension, translation and grammatical questions.

#### Paper 2 – Prose Literature

You will study two set texts in depth, and will read some other work in translation to help with contextualisation. Questions will include translation, comprehension, and analysis and we will spend time on analytical and essay-writing technique. Cicero, Tactus and Livy are the authors available for study from 2020.

#### Paper 2 – Verse Literature

You will study two set texts in depth, and will read some other work in translation to help with contextualisation. Questions will include translation, comprehension, and analysis and we will spend time on analytical and essay-writing technique. Virgil, Catullus and Ovid are the poets available for study from 2020.

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# MATHEMATICS

## EXAM BOARD:

EDEXCEL

### Entry requirements:

Grade 7 or higher at GCSE is required.

### Extra information:

STEP (Sixth Term Examination Paper) Mathematics is a well-established mathematics examination designed to test candidates on questions that are similar in style to undergraduate mathematics. We offer to train suitable students for STEP exams.

Annually, the Maths department runs the UKMT senior competition and the Hans Woyda competition. We also run Maths club. We will probably visit the Thorpe Park STEM fair to enhance the study of Mechanics.

### Head of department:

Jeff Harlow

**A difficult subject and commands considerable prestige amongst prospective employers as well as universities. It can help with the study of other subjects (notably Physics, Chemistry, Biology and Geography) but is rewarding and enjoyable in its own right and is a good choice with virtually any combination of subjects taken at A level.**

It requires consistent hard work, considerable commitment and a high level of algebraic and numerical skills. Homework of at least three hours per week will be expected. Students need a high level of persistence in solving problems.

#### Year 1

Pure Mathematics, Statistics & Mechanics (the AS Edexcel course)

#### Year 2

Pure Mathematics, Statistics & Mechanics (the Year 2 Edexcel course)

### Assessment

The Pearson Edexcel Level 3 Advanced GCE in Mathematics consists of three externally-examined papers.

- Paper 1 and Paper 2 are 2 hour exams each worth 33.3% of the course. They assess content from Pure Mathematics.
- Paper 3 is a 2 hour exam worth 33.3% of the course. It will assess content on Statistics and Mechanics.

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# FURTHER MATHEMATICS

## EXAM BOARD:

EDEXCEL

## Entry requirements:

Grade 7 or higher at GCSE is required.

## Head of department:

Jeff Harlow

Further Mathematics can be offered to suitable candidates as a second, much harder, **mathematics qualification**. Your suitability needs to be discussed with members of the mathematics department. **There is some flexibility in which units can be studied and this would be determined by the needs of the individuals within the group.**

### Year 1

Core Pure Mathematics 1 & Decision Mathematics 1.

### Year 2

Core Pure Mathematics 2 and Further Statistics 1.

All modules are assessed by written examinations of duration 1 hour 30 minutes and each carries the same weight in the overall grading.

## Assessment

The Pearson Edexcel Level 3 Advanced GCE in Mathematics consists of four externally-examined papers.

- Paper 1 and Paper 2 are 1 hour 30 minute exams each worth 25% of the course. They assess content from Pure Mathematics.
- Paper 3 and Paper 4 are 1 hour 30 minute exams each worth 25% of the course. They are option units. The options we run at KAS are Further Statistics 1 and Decision Mathematics 1.

# MUSIC TECHNOLOGY

## EXAM BOARD:

## EDEXCEL

### Entry requirements:

GCSE Music – grade 7 or above. Grade III Theory. Grade IV or equivalent standard at one instrument or voice. The ability to play the piano to a basic level is essential.

We do have an assessment prior to joining the course, so anyone who may not have reached the above criteria but has an interest in Music Technology and necessary skills should contact the school and we can assess their suitability for the course as we aim to be as open and inclusive as possible.

### Extra information:

Due to the popularity of Music Technology we have a lunch time club which runs on a weekly basis.

A yearly visit is organised to The Church Studios in Crouch End where we record a song which is mixed, put onto vinyl and sold at our summer concert as a fund raiser.

### Head of department:

Neven Vangelov

**Music Technology is an exciting subject centred around contemporary music. Students will learn how to sequence, produce, record and mix using a range of hardware and software.**

Ex students have progressed to study the subject further at degree level and work within the music industry.

We have a recording studio with a range of high quality equipment that includes:

- Neumann TLM-107 condenser microphones X2
- Neumann KM-184 small diaphragm condenser mics X2
- Shure SM58 - X4
- Shure SM57 - X1
- Senheiser drum microphone kit
- Beyer dynamic microphones
- Neve 1073 dual high-end mic pre with EQ
- Toft Audio stereo compressor
- Soundcraft Ghost LE 24 track analogue mixing console
- JBL 4326p Active monitors
- Tascam 34B Analogue tape machine
- Roland Juno 6 analogue synthesiser
- Various guitar effects pedals -

including Eventide and Korg

- Apple iMac workstations running the latest version of Logic Pro X and Sibelius software

Music skills are essential and experience at the piano is highly recommended. No prior knowledge of recording or sequencing is needed, but any experience is an advantage. Most importantly, a willingness to embrace all styles of music is expected. Students are required to take part in departmentally organised co-curricular groups. Trips to professional recording studios and concerts are organised. Music Technology allows students to progress to degree level and gives a wide range of career prospects within the music industry including producing, engineering and composing.

There are three areas of study:

- Recording and production techniques for both corrective and creative purposes
- Principles of sound and audio technology
- The development of recording and production technology

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## Assessment

The course consists of two major coursework projects that amount to 40%

### Component 1:

Multi-track recording

### Component 2:

Composition

The next two modules and amount to the remaining 60% of the overall grade

### Component 3:

Listening and Analysing

### Component 4:

Analysing and Producing



# MUSIC

EXAM BOARD:

EDEXCEL

## Entry requirements:

Grade 8 or above in GCSE Music. The course involves the reading and understanding of scores using a variety of notation practices. Grade V Theory at Merit or Distinction, therefore, is an absolute requirement. Grade VI standard or higher on one or more instruments or voice.

## Extra information:

There are plenty of opportunities to involve yourself in Music beyond the A level Music course. We run piano masterclasses, Jazz at KAS and regular trips to a variety of concerts. We also run regular music groups including:

Senior Show Band, Chamber Choir, Barbershop, Chamber Music Ensembles, Baroque 'n' Roll, Rock Bands, Jazz Choir, Jazz Band and Sound Production Club.

Each year we need help from talented musicians to run the KAS Senior Production, Soloist Concerts, Christmas Concert, Spring Concert, Unplugged, Axe Monsters, KASonbury, Busking Day and number of informal concerts.

## Head of department:

Neven Vangelov

Students are required to take part in departmentally organised groups and ensembles where appropriate. The concert programme allows for a wide range of musical styles with traditional Christmas and summer concerts as well as the hugely popular Unplugged and Axemonsters gigs, and informal and soloist concerts. Each year the Music Department stages a musical production. Past performances include Grease, Guys and Dolls, Into the Woods, Sweeney Todd, Anything Goes, Chicago and Legally Blond.

Regular trips to a variety of concerts take place which are relevant to the course.

## Assessment

### Component 1: Appraising Music 40% (exam paper with listening and written questions using excerpts of music)

The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. Genres studied are:

- Western classical tradition 1650–1910 (compulsory) focusing on the Baroque solo concerto and the operas of Mozart; POP Music; Jazz

### Component 2: Performance 35% (externally assessed coursework)

- A recital featuring a selection from solo, ensemble and music technology performances.

### Component 3: Composition 25% (externally assessed coursework)

- Students must learn how to develop musical ideas and compose music that is musically convincing through two compositions
- Composition 1: Composition to an externally set brief
- Composition 2: Free composition



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# PHILOSOPHY

## EXAM BOARD:

AQA

## Entry requirements:

Minimum grade 6 in English GCSE is recommended.

## Head of department:

Paul Dawson

Philosophy dares to ask the deepest, most fundamental questions about human life, human thought, and the nature of the universe, and distinguishes itself by trying to answer these questions using the power of reason alone – that is, by thinking hard, and thinking logically. The study of philosophy sharpens analytical skills and equips students to think more profoundly about the world and their place within it. The course has four components, as follows:

### Epistemology

Do we know anything at all? If we do, what is knowledge? And what occurs in sensory perception? Do we perceive mind-independent physical objects directly? This implies that we perceive reality exactly as it is in itself – but surely physical objects don't really change shape and size depending upon the relative positions and distances of their perceivers. Perhaps what we perceive directly are virtual objects, most of which are caused by and imperfectly resemble real objects. If we accepted this separation of appearance and reality, however, how could we be sure what the real world is like, or even if it exists? Or are the physical objects we perceive simply perceptions in our minds, and ultimately ideas in the mind of God? Are we born knowing facts about reality, as Plato believes? Can we work out what the real world is like just by using our intellects, as Descartes argued? Or, rejecting such rationalism, should we side with the empiricists and say that all knowledge of reality must come from experience?

### Moral philosophy

How to tell right from wrong? Are acts morally right if and only if they bring about the greatest happiness of the greatest number? Utilitarians think so, but Kant argues that certain types of action are categorically morally wrong, regardless of consequences and circumstances. Can this dispute be sidestepped adequately by accepting Aristotle's view that, in order always to know the right thing to do and be motivated to do it, one must first become a good and virtuous person? Are moral claims even capable of being true? If so, what makes them true? Are moral values woven into the fabric of reality? Then what is the nature of that reality, if it is such as to contain moral values? If not, then what is going on when people use moral language? Are they merely expressing their emotions? Or issuing commands? Can morality be objective and factual, or is it necessarily subjective and devoid of factual content?

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### The Metaphysics of God

If the concept of God is coherent, can its analysis provide a proof of God's existence, as proponents of the ontological argument maintain? Or does the rational case for God require evidence, as advocates of the design argument claim? Or, with those favouring the cosmological argument, can we defend theistic belief by arguing that 'God' is the best answer to such questions as 'why is there something rather than nothing?' Perhaps the concept of God is hopelessly incoherent, either internally, or in conjunction with the evident occurrence of moral and natural evil. Can the problem of evil be solved by appeal to either human free will or God's plans for our spiritual development? Is religious language even capable of stating truths? If not, how are we to understand religious utterances, and religion itself?

### The Metaphysics of mind

What is the mind? What are mental states? What is consciousness? Descartes and the dualists claim that the mental is entirely non-physical and beyond the reach of neuroscience, but are their arguments compelling? How do they explain causal interaction between non-physical mental states and physical bodies? Other philosophers pursue materialist and reductionist accounts of the mental. For behaviourists, mental states are either actual episodes of publicly observable bodily behaviour or dispositions toward such behaviour. For mindbrain identity theorists, mental states are brain states. For functionalists, mental states are more like software than hardware. The perceived failure of all of the above leads eliminative materialists to conclude that mental states, such as beliefs, do not exist – but what is it to adhere to such a view, if not to have beliefs?

### Assessment

This is a two-year linear A level course, assessed by means of two exam papers, Paper 1 covering Epistemology and Moral Philosophy, and Paper 2 covering the Metaphysics of God and the Metaphysics of Mind.

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# PHOTOGRAPHY

**EXAM BOARD:**

**EDUQAS WJEC**

## **Entry requirements:**

Grade 6 or above in Art and Design or Photography GCSE, or on submission of a portfolio of photographic work.

## **Head of department:**

Cliff Bevan

### **Year 12**

The first year of the course will allow you to explore a broad and diverse range of practical and conceptual starting points for exploring photography. This will involve still and moving images, research work in galleries and museums and travelling in and around London, and abroad, to build your portfolio and work journal. Specific tasks are linked to the history and theory of Photography as well as contemporary practice.

### **Year 13: Unit 1**

This is your personal project and will allow you to develop personal ideas and carry out in-depth research into your chosen area of photographic practice, from documentary to portraiture, fashion to travel and beyond. Research the underlines your practical exploration of photography and other lens-based media is a key component of the Personal Investigation

### **Year 13: Unit 2**

Externally Set Assignment. Build a portfolio of images and research investigating one theme from the options made available at the start of the Spring term. A short project that requires you to put into practice all the practical and research skills you have learnt up to this point.

## **Assessment**

The A level is assessed through two components. The first component, worth 60%, is the personal investigation. The second component, worth 40%, is the externally set assignment.

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# PHYSICS

## EXAM BOARD:

AQA

### Entry requirements:

Grade 7/7 in GCSE Double Science or Grade 7 in GCSE Physics and Grade 7 in GCSE Mathematics. The Mathematical demands in Physics is very high so we advise that you study A level Maths alongside Physics

### Head of department:

Phil Price

Physicists explore the fundamental nature of almost everything we know of. They probe the furthest reaches of the earth to study the smallest pieces of matter and venture far into space to discover exoplanets. Join them to enter a world deep beneath the surface of normal human experience.

In Physics A-level there are opportunities for candidates to

- develop practical skills (for example, in choosing and using materials and equipment).
- practise data-handling skills (for example, estimating, presenting and analysing data).
- use their imagination.
- place physics in a social or historical context and argue about the issues that arise.
- be rewarded for initiative and interest in learning – for finding out for themselves.
- use information and communication technology as an integral part of learning physics.

### Year 1

Measurements and their errors; Particles and radiation; Waves; Mechanics and energy; Electricity.

### Year 2

Further mechanics; Thermal physics; Fields; Nuclear physics; Plus one option from the following – Astrophysics; Medical physics; Engineering physics; Turning points in physics; Electronics.

### Practicals

Throughout the course you will carry out practical activities including:

- Investigating interference and diffraction of laser light
- Measuring acceleration due to gravity
- Investigating systems that oscillate
- Investigation of the links between temperature, volume and pressure
- Safe use of ionising radiation
- Investigating magnetic fields.

### Assessment

There is no coursework on this course. However, your performance during practicals will be assessed. There are three exams at the end of the two years for A level, all of which are two hours long. At least 15% of the marks for A level Physics are based on what you have learnt in your practicals.

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# POLITICS

**EXAM BOARD:**

**EDEXCEL**

## Entry requirements:

Grade 6 in GCSE English or History.

## Extra information:

There are lots of opportunities for students to broaden their political knowledge and understanding as well as stimulate their interest outside the classroom. In recent years students have attended Schools' Question Time in Westminster, a team has taken part in the European Youth Parliament and there are also opportunities to attend revision workshops and conferences.

## Head of department:

Takako Yeung

**Politics is a fascinating and constantly changing subject that challenges students' ideas about how democracy works.**

By studying this subject at A level, students will learn about how government is organised in the UK and USA in theory and how politics actually works in practice. Students are asked to cast a critical eye over what they learn to form arguments. Skills in research are crucial and students are required to engage in independent study. They are encouraged to challenge their own beliefs and to develop skills of empathy and persuasive argument as well as a sense that arguments must be balanced before conclusions are made. Students learn how to approach short structured questions, how to study stimulus material and how to structure essays. We expect students to develop an extensive knowledge of current affairs and to build up real examples that they can apply to understanding their own lives and to relate to issues in other subjects. The subject would suit anyone with an interest in current affairs who is keen to learn more. Students need to be prepared to stay up-to-date using newspapers,

magazines and documentaries and to be prepared to discuss politics and to listen and try to understand others' views.

The course is divided into three parts:

### (i) UK Politics and Government

This section explores the themes of democracy and participation, political parties, electoral systems, voting behaviour and the influence of the media in the UK. Additionally, this looks at the UK's institutional framework, e.g. the role of the Prime Minister, Parliament and judges.

### (ii) US Comparative Politics and Government

This section introduces students to the US systems of government drawing clear contrasts with the UK. For example, it will assess who is more powerful, the British PM or the American President along with the different democratic traditions of these countries.

### (iii) Political ideas

This part of the course introduces students to the key political ideologies and the main thinkers who have influenced their development over time. There are three compulsory ideologies: conservatism; liberalism; and

socialism and then an optional one is also chosen (from either nationalism, anarchism, feminism, ecologism or multiculturalism).

## Assessment

The course is examined by three final two-hour exams which are each worth 33.3% of the overall grade.

# PSYCHOLOGY

## EXAM BOARD:

AQA

## Entry requirements:

Grade 6 in English GCSE.

## Extra information:

Every year students attend trips to Sigmund Freud's house to explore the depth of the unconscious, London Zoo to experience the systematic desensitisation therapy for arachnophobia, Natural History Museum to look at the evolutionary impacts on human behaviour. We are also regular visitors to the Wellcome Collection for their frequent mental health events.

## Head of department:

Ania Herbut

A level psychology will give you a good fundamental and lasting insight into human behaviour, thinking and reasoning. This will definitely help you to cope better with your own life, but also it will help you to gain a better understanding of others.

## Assessment

The A level exam consists of three separate units. Each unit is assessed by a two hour exam, which comprises of multiple choice, short answer and extended writing questions.

### Paper 1: Introductory topics in psychology

- **Social influence:** conformity, obedience, resistance to social pressures, minority influence and the role of social influence processes in social change.
- **Memory:** models of memory, explanations for forgetting, factors affecting the accuracy of eyewitness testimony, use of the cognitive interview in police setting.
- **Attachments:** caregiver-infant interactions in humans, stages of attachment, the role of the father, explanations of attachment, secure and insecure attachments,

influence of early attachments on adult relationships.

- **Psychopathology:** definitions of abnormality, behavioural, cognitive and biological approach to explaining and treating disorders, phobias, depression, OCD.

### Paper 2: Psychology in context

- **Approaches in psychology:** origins of psychology, learning approaches, cognitive approach, biological approach, psychodynamic approach, humanistic approach.
- **Biopsychology:** the role of the nervous and endocrine systems on behaviour.
- **Research methods:** all methods and techniques of conducting independent research.

### Paper 3: Issues and options in psychology

- **Issues and debates in psychology:** gender and culture in psychology, free will and determinism, the nature-nurture debate, holism and reductionism.
- **Relationships:** theories of romantic relationships, relationships formation, maintenance and breakdown,

factors affecting attraction, nature of virtual relationships, levels of parasocial relationships.

- **Schizophrenia:** symptoms, validity of diagnosis, biological and psychological explanations, drug therapy and antipsychotics, cognitive behavioural therapy and family interventions.
- **Forensic Psychology:** issues in defining crime, offender profiling, types of offenders and investigative Psychology, geographical profiling, biological and psychological theories of crime, dealing with offending behaviour, including recidivism, behaviour modification and anger management.

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# SPANISH

## EXAM BOARD:

AQA

### Entry requirements:

Levels 7-9 in Spanish GCSE are required to access the syllabus confidently.

### Extra information:

Each year we enter students into the Hispanic Theatre Festival at North London Collegiate School. One of the highlights for most students is the annual language and cultural enrichment trip to Salamanca. In addition to these students are given the opportunity to participate in:

- The fortnightly Spanish Debate club
- The Stephen Spender translation competition
- Outings to A level Spanish conferences
- Outings to the BFI for student conferences regarding Spanish film
- Theatre performances in Spanish in London (depending on what is currently showing)

### Head of department:

Camilla Parsons

**In our increasingly globalised world, communicating in another language, learning about the political aspects of another country and having an understanding of a country's society, literature and culture are invaluable. Spanish is an exciting and challenging course that combines all of the above.**

During the course, you will learn to communicate and debate on current affairs, politics and socio-economic issues related to Spain and the Spanish-speaking world. You will learn a lot about cultural references, the arts and the literature in the Hispanic world combined with the in-depth study of a film and a set text.

The course is very interactive and you will have the opportunity to develop your knowledge and language skills through a variety of different mediums such as TV, music, the internet and authentic texts. As well as topic-based lessons and weekly grammar lessons, you will improve your fluency and pronunciation in small groups as well as in 1:1 sessions with your subject teacher.

Studying a language at A level leads to a range of career opportunities. Students who have studied languages go on to have careers in a variety of sectors including teaching, translating, sales and marketing, travel & tourism, journalism, fashion, work in the foreign office or secret service, interpreting and banking.

Spanish extends beyond the classroom at King Alfred and a number of extra-curricular activities are on offer. This includes an annual trip to Salamanca and a Spanish Debating Club run fortnightly.

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## Assessment

Assessment takes place at the end of the two year course.

### UNITS:

#### Paper 1: Listening

Type of assessment - Listening, reading, writing and translation reading and writing

Duration - 2 hours 30 minutes

Weighting - 50%

#### Paper 2: Writing

Type of assessment - Writing on a film and one set text

Duration - 2 hours

Weighting - 20%

#### Paper 3: Speaking

Type of assessment - Individual research project presentation and discussion followed by a discussion on one of the four sub-themes studied throughout the course.

Duration - 21-23 minutes

Weighting - 30%



# THEATRE STUDIES

**EXAM BOARD:**

**EDEXCEL**

## Entry requirements:

GCSE 6/7 English or Drama.

## Extra information:

We pride ourselves on running lots of different productions, trips, competitions and workshops that you can get involved in. These include but are not limited to:

- The Senior School Show
- School Shakespeare
- ISTA (International Schools Theatre Association) Festivals in Europe
- New Views. National Theatre Playwriting Competition
- Theatre Trips
- Drama Workshops
- Masterclasses
- Audition Technique Classes

## Head of department:

Lucy Hall

**We want students to have an inspiring experience of A level Drama and Theatre.**

This qualification emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances. Students can choose to develop as a: Performer; Designer (lighting, sound, set, costume, puppets); Director; Combination of these.

There will be appropriate enrichment activities over the two years including masterclasses, workshops and outings to enhance student learning. Whichever option they choose, students will gain many invaluable skills, both theatrical and transferable, to expand their horizons.

This is an exciting course which is accepted by all universities as an entrance qualification. The course demands practical, creative and communication skills in almost equal measure

meaning students are prepared for university and beyond.

## Assessment

### Component 1: Drama & Theatre

- Written exam of 3 hours / Open book / 80 marks / 40% of A level
- Section A: 1 question from a choice of set plays from List A (25 marks)
- Section B: question on a given extract from one of set plays from List B (30 marks)
- Section C: One question on the work of theatre makers in a single live theatre production (25 marks)

### Component 2: Creating Original Drama (Practical)

- The creating and performing devised drama influenced by the work of one prescribed practitioner
- Working notebook (40 marks) / Devised performance (20 marks)
- 60 marks in total / 30% of A level
- Marked by teachers & moderated by AQA
- (postal moderation from requested sample)



### Component 3: Making Theatre (Practical)

- Practical exploration & theatrical interpretation of three extracts (extracts 1, 2 & 3).
- Methodology of a prescribed practitioner must be applied to extract 3
- Performance of extract 3 (40 marks) / Reflective report (20 marks)
- 60 marks in total / 30% of A level
- Marked by AQA (visiting examiner)

# THREE DIMENSIONAL DESIGN (ART & DESIGN)

**EXAM BOARD:**  
**WJEC - EDUCAS**

## Entry requirements:

Ideally, DT at GCSE but students who have only studied Art will also be considered.

Basic skills needed include ICT, CAD, sketching, modelling and researching, all of which are developed on the course. Students will also need to be familiar with workshop practice and have a basic grounding in the use of hand tools and workshop machinery.

## Head of department:

Miranda Socratous

A course in 3D Design offers a unique opportunity within the curriculum for candidates to identify and solve real world problems. Using insights to gain an understanding of their user, they design and then manufacture solutions to a wide range of human centred project contexts. This will relate to an area of the candidates personal design interest and can include architecture, furniture design, environmental design, jewellery, interaction design and product design, too name but a few of these potential areas to specialise in.

This A level course is intended to be of interest to candidates with a real passion for design and is suitable for those students wanting a career in design or associated areas. The program of study is based entirely on coursework and has a focus upon being 'hands on', proactive, independent learning with the ability to 'think through making' at the heart of its pedagogy.

In the first-year students will take part in a range of projects that build their subject specific knowledge, skills and

understanding. In the final year of the course students will complete two units of work for the A level award.

## Assessment

### Component 1: Personal Investigation (60%)

The Personal Investigation - two integrated parts:

A major in-depth critical, practical and theoretical investigative project and outcomes based on themes and that have personal significance;

An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

### Component 2: Externally Set Assignment (40%)

Part 1 & 2:

Preparatory study period and 15 hours sustained focus work Externally set assignment. Responses take the form of critical, practical and theoretical preparatory work/supporting studies, which inform the resolution of ideas in the 15 hours sustained focus study. Planning has to relate to the outcomes. The department has two extremely well equipped "university level" workshops and two design studios with the latest CAD/CAM. There is a blacksmith's forge and outdoor project works. There are trips to design weeks and graduate shows. The department also has excellent links with Eindhoven's Design Academy and Northumbria University, considered two of the best HE Design courses in the world.

# EXTENDED DIPLOMA IN PERFORMANCE AND PRODUCTION ARTS

**EXAM BOARD:**  
**UNIVERSITY OF THE**  
**ARTS LONDON (UAL)**

## Entry requirements:

It is recommended that students have a minimum of 4 x GCSE's at grade 4 or above, at least one of which should be in a Performing Arts subject. Music or Dance grades of the appropriate level may also be considered as suitable entry qualifications.

## Head of department:

Lucy Hall

**This Level 3 Extended Diploma is an alternative route at post GCSEs. Moving away from a more traditional route of study, this vocational course in performance has been designed to provide students with the skills, knowledge and understanding of a wide range of performance and production disciplines.**

Over the two years, there will be many exciting opportunities to perform; including singing showcases, music concerts, drama performances and full-scale productions.

Lessons are taught practically, although students are expected to research and record their own progress through log books and in feedback sessions.

This rigorous course mean that students have to be equally energised and committed to developing both their practical skills and academic appreciation of the arts.

At the end of their two year training students will be well equipped to start their own

career in the Performing Arts Industry or alternatively go on to study at University or Drama School.

## Assessment

Students are assessed through rehearsals, practical performance, reflective journals (audio/ video and written) and evaluations. Independent research is moderated and written work is only set in order to aid progression and development throughout the programme.

Continuous formative assessment is given throughout each project, this is made up of verbal feedback, teacher observations and tutor 1-2-1. At the end of each project each student receives a formal summative assessment that will be kept on record. It will highlight how the student has met/is exceeding each unit's assessment criteria as outlined in the UAL specification.

To achieve a PASS in any unit - all assessment criteria must be met. Units 8 and 12 are assessed

and graded PASS, MERIT or DISTINCTION. Failure to meet assessment criteria will lead to a referral. Students are allowed ONE opportunity to redeem a referral.

## UCAS Points

The UAL Level 3 Extended Diploma in Performance and Production Arts is included in the UCAS tariff and attracts tariff points : **PASS 72 / MERIT 120 / DISTINCTION 168**

# HOW TO APPLY

## Sixth Form Bursaries

A small number of Bursaries are available. For more information please contact the Bursary Manager on 020 8457 5209.

## External applicants

**Each year we take up to 20 new students into the Sixth Form from a range of other schools.**

Students are encouraged to attend one of two Sixth Form Open Evenings in the Autumn Term prior to entry.

In general, external applicants are required to achieve at least five GCSE passes at grade 6 (or equivalent), or above (as required by individual subjects), for entry into our A level courses. The requirements for the Performing Arts Diploma are four GCSE passes at grade 4 or above, one in a Performing Arts subject. The specific GCSE requirements for entry are listed on the subject pages.

The vast majority of students at KAS study three subjects at A level (the EPQ would be additional).

## The Application Process

Applicants are asked to complete the 'Entry at 16' application form on the website: [www.kingalfred.org.uk](http://www.kingalfred.org.uk)

Whilst completing the form you will be asked to upload a copy of the last full school report, predicted GCSE results, GCSE mock results and any other relevant reports. Students are invited to complete the section on the form or submit a letter outlining their reason for applying to The King Alfred School. We will contact the current school for a reference.

## The Interviews

Successful applicants are invited to attend for half a day, which includes interviews with Heads of Departments and senior staff, written assessments, and meeting KAS Sixth Form students. Parents are invited to meet with senior staff, after the interview day. Places are offered on the basis of the interview day. Each year we have two interview days, one in the November preceding entry, and one in the January. An equal number of places will be available for both interview days.



## HARRIET'S STORY



When Harriet was given the part of Betty Rizzo in a KAS production of Grease, she was shocked, scared and decided there was no way she could stand on stage and sing three solos.

But she did. And she did it brilliantly. Her confidence soared and whilst serious drama (specifically period pieces from the 20s and murder mysteries) is where her love lies, now she has musical theatre firmly under her belt too.

Harriet is in Year 12 and as well as doing the UAL course because of her love of drama, she is also studying photography. Coming from a thespian family, acting has always been in her veins. But photography was something she discovered at KAS and she has never looked back. She says she now sees everything differently

- she notices buildings, nature, people - and is always shooting (even with just her phone) and editing.

Harriet plans to either go to drama school or to university to study Photography but ultimately would like to combine both her passions.

*"I came to KAS in Year 5 from another school and have never looked back. KAS gave me the freedom and the independence to discover what I enjoy most and encouraged me to develop in areas I never thought I could - musical theatre is a great example of that. I have grown in confidence because of the faith and support KAS has shown me and, as a result, I feel much less self conscious and vulnerable and more self assured."*



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