



King's College
DOHA

Sixth Form Options Guide

2025-2027



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From the Principal's Desk



At King's College Doha, we believe that your Sixth Form years should be the most engaging and fulfilling of your time at school. You will form firmer friendships, sharpen your focus on areas of genuine academic interest and begin the task of discovering where life will take you once you leave the structured framework of a school environment.

Opened in August 2023 on our stunning Mesaimeer Campus, the King's College Sixth Form provides a stimulating, innovative and friendly environment in which pupils have every opportunity to flourish, and in a school that prides itself on its excellent teaching, high levels

of academic challenge, outstanding pastoral care and sound careers advice and guidance.

Housed in its own section of the campus, our impressive Sixth Form Centre offers a modern and dynamic environment, including seminar rooms, dedicated teaching spaces, a sleek kitchen and quiet study areas. The Centre has been specifically designed to give our oldest pupils the independence and status that they deserve as they transition into life as young adults.

Mrs Kate Jackson
Principal



An Exciting **New Venture!**



There is much for our young people to consider as they prepare for their A-level years at King's College Doha. Above all, the Sixth Form should be an exciting time preparing for a world beyond school where developing independence, resilience, character and skills will be as important as knowledge. This Sixth Form Options Booklet is designed to support you in that process, providing a comprehensive guide, including subject information, details of enrichment opportunities, and an understanding of our Careers and University Guidance processes at Kings, which will include advice on the UK's University and Colleges Admissions Service (UCAS), and on American and European university systems.

The Sixth Form is an exciting new venture for any pupil. As new subjects become available, the freedom of choice to customise your own academic and co-curricular experiences, together with the wider array of enrichment opportunities that present themselves, provide greater ownership of your learning journey than ever before. Of course, with that exciting new level of ownership comes added responsibility, as more independent tasks are set. Pupils will also be using private study sessions within their timetable, directed by a designated teacher or University style 'Tutor' to broaden their subject reading and push the boundaries of their curriculum

knowledge and learning - a crucial area of self-development for University applications.

With regards to the A Level choices available, we are delighted to offer a variety of pathways to suit the individual learning needs of our pupils. Using our knowledge of the pupils we will offer advice on successful combinations that suit individual strengths and interests. There will always be the opportunity to speak with me or any of the teaching team about the choices in an open discussion, as we seek to offer the pathway which gives you the greatest chance of success in the Sixth Form and beyond.

It is often said that the Sixth Form is the most enjoyable two years of your school life, and we are here to help ensure that happens. It will be a truly unique experience - a journey into university and real world learning, directed by your specialist teachers, but one where you will take ownership for your future.

We look forward to welcoming you to the King's College Sixth Form.

Mr Andrew Day

Deputy Head

Co Curriculum and Sixth Form

A Curriculum that Prepares You for the Future

In the Sixth Form, most pupils will take three A-levels over the two years. The A-level is the gold standard of British school education, enabling pupils to develop a mastery of several complementary or contrasting subject areas whilst also allowing them to pursue options in areas of strong personal interest. All our A-level subjects will be taught by specialist

teachers who have a passion for the courses they deliver and are there to support you as you make your choices for university and beyond. The combination of rigour and specialism offered at A-level make it the ideal preparation for both university and working life.

Academic and Personal Enrichment

Sixth Form pupils at King’s will see their academic life as being more than just a focus on their A-level grades. We will encourage a deeper love of learning through independent study, reading, research and the development of character and lifelong interests. An exciting enrichment programme will be on offer for pupils to explore, with Sixth Formers taking leading roles in many of our electives and co-curricular activities, organising social and charity events, helping to lead school clubs and activities, directing plays, leading pupil committees and going on numerous educational trips.

Indeed, A-levels at King’s will be far from the only way in which intellectual development will be encouraged. Subjects will run extension programmes and pupils will be able to choose to participate in a wide variety of academic societies. The Extended Project Qualification (EPQ) will be a central pillar of our Sixth Form offering for all pupils, as we believe that it provides an unparalleled opportunity for young people to develop essential academic, research and presentational skills for higher education, as well as offering a chance to self-motivate and experience a love of learning for its own sake in an area of personal interest.

The Edge

The Edge is a unique programme for King’s College sixth formers that has been designed to equip our oldest pupils with the skills they need to set them apart in today’s rapidly changing and increasingly competitive world. We have developed The Edge in response to issues identified by universities, employers and parents to address aspects of personal development which are not naturally developed in traditional academic co-curricular spheres.



The Edge will be completed by Term 2 in Year 13, allowing our Sixth Form pupils to take advantage of the exam preparation provided by their academic departments in the weeks leading up to the final A-level examinations.

The programme will be delivered to pupils in Year 12 and will include:



A qualification in First Aid



A cooking programme including training on nutrition and budgeting



Digital responsibilities (internet safety and managing a positive profile online)



Public speaking training



Health and fitness for life



Financial literacy



Sixth Form
Options Process

As a prestigious school, King’s College Doha aspires for all its pupils to go on to the very best in higher education, including Oxford, Cambridge, other leading Russell Group universities, top medical and dental schools, and Ivy League institutions in the USA.

The Annual
Sixth Form University Fair

The annual Sixth Form University Fair is a significant event at which a team of specialist advisers will ensure that all Sixth Formers receive expert guidance in all matters of the application process, from choosing courses and universities to writing their Personal Statements. Support will be given for successfully completing pre course admissions assessments for Oxbridge such as the STEP or UCAT.

In Year 12, pupils will undergo a full UCAS induction programme and can attend the University Fair held on the Mesaimeer Campus. This event will be attended by representatives from a selection of the leading universities and will give both pupils and parents the opportunity to speak directly with admissions tutors.



The King's
Careers Network

Launched in August 2023 at our new Mesaimeer Campus, the Careers Network provides our pupils with an opportunity to draw upon the talents of our wider community of parents, local industry partners and our sister school in England to gain invaluable ‘real world’ careers advice, work placement opportunities and networking links, ensuring that they are future-ready.

The Careers Network forms part of the King’s Futures initiative - our vision to harness the talents and expertise of all members of the King’s community, including parents and local business leaders, to support our ambition to offer an education that is unparalleled anywhere in the Middle East.

The courses offered as part of the Sixth Form curriculum are rigorous and intellectually demanding, as well as providing a great deal of flexibility, so that each Sixth Former can follow a program suited to his or her interests and strengths. All subjects require pupils to organise their time effectively as well as develop skills and an appreciation of the value of hard work.

Beyond the Classroom

Life beyond lessons at Kings College is busy! The pages that follow provide a brief glimpse of the plethora of enrichment opportunities that are on offer across diverse fields including music, drama, art, the humanities and sport.

Model United Nations



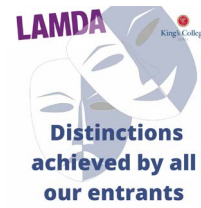
Model United Nations (MUN) is a mainstay of our co-curricular programme and has evolved into a hugely popular and successful initiative. King's College pupils who participate in the MUN already take part in conferences in Doha and will soon be participating further afield. This represents a fantastic opportunity for pupils to develop their knowledge and understanding of international relations and major global issues, as well as to hone their public speaking, research, independent study and leadership skills.

The Duke of Edinburgh Award

This international awards scheme is highly valued by both universities and future employers. It allows pupils the chance to be challenged mentally and physically, to try new skills or a sport, and to look proactively for opportunities to be a good citizen by getting involved in the community and helping others. Pupils at King's can complete both their Bronze and Silver Awards and many of our on-campus activities and clubs also fulfil the requirements for the Gold Award. Participants also have the chance to count activities outside of school towards their accreditation as holders of these world-renowned qualifications.



Drama

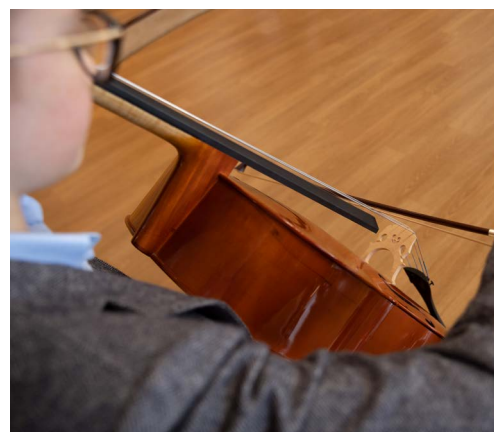


Many Sixth Formers traditionally play leading and supporting roles in major school productions. The Drama department is keen to give pupils a range of performance opportunities and can offer professional help and advice.

Auditions for all shows are open, and drama is a great way of getting to know pupils from across the school. Shows also need help behind the scenes and there are opportunities for anyone with a little time and goodwill to participate and enjoy the teamwork involved. The Drama department and the English department also run a number of theatre trips to see performances at places such as the Doha theatre.

Music

At Kings there are musical opportunities to suit all tastes and abilities. The Music department actively encourages all Sixth Formers to be involved, whether experienced musicians or novices. Should you choose to play a solo in the spring concert or would rather be in the back row of your house song entry, then your contributions will be both appreciated and celebrated by your peers.



Sport

The Sixth Formers are provided with at least two timetabled sports sessions per week and these sessions provided an important break from the academic rigour of the school. After school sports vary from term to term but the major sports on offer are in line with Qatari inter school competitions. In addition, a fitness suite is available for training.



Pupil Leadership

Pupil voice is very important at King's College Doha. Every pupil has a voice and this, in the sixth form, is led by the Prefect Team and the Pupil Council. Every year, a Head Boy and Head Girl will be elected following a recruitment process involving the Principal, Senior Leadership Team, Head of Sixth Form and a wider audience of stakeholders, including staff, peers and pupil leaders.

The Head Boy and Girl will then lead a team of Prefects from the Sixth Form, distributing responsibilities to these team members across key areas of school life including community outreach, sport and the performing arts. The prefect team also chair pupil council meetings allowing them to gain valuable leadership experience as part of the role.

Our Prefects will also represent the school at internal and external functions and events, as well as supporting staff and their peers as and when appropriate. As role models in school, they are expected to promote cross-cultural understanding, commitment to school life and kindness to others.

A-level

Our A-level subjects have a modular structure, meaning that external assessments take place at intervals through years 12 and 13.

Year 12 pupils at King's will also sit rigorous internal examinations in Term 3 to help inform our internal tracking and ensure appropriate support for Year 13 and post Sixth Form applications.

AS-levels

Some subjects will also offer an AS-level qualification. This is equivalent to half an A-level and is delivered over the course

of one academic year. Most AS Level qualifications on offer at King's will be taught in Year 12.

The Extended Project Qualification (EPQ)

The Extended Project Qualification (EPQ) allows pupils to push their abilities beyond their standard curriculum and prepare for university or their future career. It is a self-directed and self-motivated optional course, begun with a pupil chosen question, leading to a project that provides a valuable opportunity to demonstrate independence and individuality. It is also a highly regarded qualification which gives pupils an advantage when applying to university. Pupils will be allocated an EPQ supervisor to guide them throughout the duration of their project.

EPQ is equivalent to half an A Level so can be used to earn extra UCAS points. It is launched to Year 12 pupils in Term 1 and runs until Term 3.

Which courses should I take?

All pupils will study subjects from the variety of A Level options on offer. Universities make offers based on three subjects and we believe that focusing on these three subjects, for the majority of pupils, from the start of the Sixth Form, is likely to lead to improved grades.

Academic and vocational enrichment The electives programme

Our electives programme of academic and vocational enrichment is built into the timetable, allowing all pupils the opportunity to choose activities that either support their main academic studies or to develop their broader CV. These

activities are introduced at the start of the Sixth Form. There will be courses to suit all tastes, across the Humanities, the Sciences and including sports and pastimes.



Will I Enjoy It?

You will have experienced many of the subjects on offer at GCSE and you will have a good idea of your interests. However, there are a number of subjects that are only offered in the Sixth Form. The best way of finding out if you will enjoy them is by speaking with the relevant Head of Department and perhaps reading a little about the subject. Our focus is for you to enjoy your learning. If you enjoy the subject, you will value the time

that you spend working on the subject leading to improved learning and achievement. If you enjoy your subjects, you will be much more likely to read outside of the textbook and discuss ideas; all leading to a better all round understanding of the course and better interlinking, or cross curricular learning, between subjects.

Am I Good Enough?

Each subject has its own recommended entry requirements which can be found in the subject information pages. These recommendations are in your best interest as those who achieve the recommended grades will have the best chance of success in that subject in Sixth Form. Some of the courses do have demanding coursework deadlines, but we will be there to

guide you every step of the way.

You will need to be well organised in order to give yourself the best chance of achieving your best in each subject. You should think carefully before choosing three coursework heavy subjects.

Are There Good Combinations?

Many pupils wish to choose contrasting subjects. Whilst King's aims to accommodate as many combinations of subject choices as possible, we do review all option combinations and

will discuss with pupils and parents if a combination is either inadvisable or not possible.

I Want to be a...

Some pupils will have an idea of the area they wish to study or work in in the future. Where a pupil has a specific area of future study or employment in mind, we will help them to check if

there are any specific entry requirements. Details of who to contact for advice can be found later in this booklet.

Further Help

There are many people around at King's to offer support and advice to pupils throughout this process. Our Form Tutors will be able to provide sound advice on which members of staff are most suitable to liaise with regarding any concerns that a pupil may have, or on what his or her current progress in a specific subject area suggests about its suitability (or otherwise) for further study in the Sixth Form. Pupils and families who wish to book an appointment to discuss potential A-level options should contact the Deputy Head: Co Curricular and Sixth Form, Mr Andrew Day, at andrewday@kingscollegedoha.com.

University Applications and life beyond King's

Our aim at King's is to help pupils identify the correct pathways and options for them as individuals, and then to help on their journey towards achieving their goals. The key to the achievement of this aim is the support and trust we put on our hand-picked Sixth Form Tutors who act as mentors to each pupil. It is a vital role, and one which begins the type of mentoring pupils will receive at university.

Your Sixth Form Tutor

As well as offering academic support, our Sixth Form tutors are also tasked with guiding pupils as they begin to plan for the next exciting stage in their lives. As a school, it is of prime importance that all A Level pupils are well prepared for further study, vocational training or work.

Sixth Form Tutors are available to offer individual help and advice, in particular with the completion of UCAS application

forms. Each pupil follows a carefully designed program to steer them in the right direction when making higher education and career choices. Pupils will supplement their online research by talking to parents and members of the King's network, attending webinars, university open days and, where possible, taster courses.

UCAS

University College Admissions Services

UCAS serves as the central administrative organisation that deals with most UK university applications. ‘UCAS Apply’ processes the applications but makes no decisions about an individual’s possible admission.

UK university candidates are presently able to apply to up to five institutions, or four if they are applying for Medicine, Veterinary Medicine or Dentistry. Many schools set internal deadlines for the receipt of completed forms from pupils. At King’s, we will set a mid-September deadline for applications to Oxford or Cambridge and for applications to read Medicine. For all other applicants, the deadline will be the October half-term. We aim to have sent all UCAS forms to UCAS as soon as possible after this half-term period.

Once UCAS has received an application form, copies are made and sent to each of the institutions that the pupil has chosen on the form. At this stage, some of the contextual information on the UCAS form and all details of other institutions that the pupil has applied to are removed, as universities are not permitted to know of the other institutions they have applied for. The pupil will then begin to receive one of the following from each of their selected universities:

- a conditional offer i.e., an offer stating the grades or tariff required in the upcoming examinations
- an invitation to an interview or an admissions assessment (Oxford and Cambridge)
- a rejection

Open Days and Interviews

As the number of applications for higher education places has increased tremendously over the previous decade, Admissions Tutors are less able than they once were to give formal interviews, although some courses nearly always carry a formal interview, such as Medicine, Drama and Education.

Some university departments have a policy, stated in the prospectus, of offering no interviews. If a pupil has made five applications and received invitations to spend a day at several of the institutions, they may need to be selective as to which one/s they attend. Five visits could be disruptive to a pupil’s academic work and might prove to be unnecessary.

University Responses

Once all institutions have decided on the merits of an application, ‘UCAS Track’ will send the pupil a summary of all responses from all the institutions to which they have applied. The pupil will then have time to decide on the two offers that they wish to accept, subject to them achieving the conditional grades, by responding with either of the two options:

- a firm acceptance (CF)
- an insurance acceptance (CI) (Optional)

The latter option should carry an offer which calls for lower grades than the former, but both should be for a course, and at an institution, at which the pupil will be happy to study for the next three to four years. Pupils need to ensure that they have notified ‘UCAS Track’ of the decisions they have taken by the stated deadline.



UCAS Tariff Points for A-level

Points	A-level
56	A*
48	A
40	B
32	C
24	D
16	E

For example:
A pupil achieving AAB at A-level would earn 136 UCAS tariff points.

Responding to an Offer

UCAS will notify applicants of the date by which they should have made their decision. It is very important that applicants adhere to this deadline, as failing to do so will result in all offers being automatically declined on behalf of the applicant. If a pupil has been rejected from all the universities to which they applied, they can make further applications within the same year and will be sent further information about this automatically by UCAS. This process is called ‘UCAS Extra’.

Key Dates for Year 12

February

- a talk on the UCAS process from the perspective of a university admissions officer

June

- King’s Higher Education Day - informing pupils of all options for life beyond King’s, including gap years, studying abroad and private universities

- A one-day seminar on writing personal statements, delivered at King’s by an external organisation

Key Dates for Year 13

October 15th

- deadline for all Oxbridge applications as well as Medicine, Veterinary Medicine and Dentistry

October half-term

- internal deadline for pupils to have completed their personal statement and filled in the UCAS form

January

- deadline for all applications to be completed and sent to UCAS (normally January 15th)



The Sixth Form Options

- 01 Arabic
- 02 Art
- 03 Biology
- 04 Business Studies
- 05 BTEC Business
- 06 Chemistry
- 07 Economics
- 08 English Language
- 09 BTEC Engineering
- 10 French
- 11 Geography
- 12 History
- 13 Information Technology
- 14 Mathematics / Further Mathematics
- 15 Physics
- 16 Physical Education
- 17 Psychology
- 18 BTEC Sport

(Please note that we reserve the right to not run a course listed above if there is insufficient interest)

A-level Arabic

Studying Arabic is a hugely rewarding and worthwhile qualification. This qualification assesses pupils reading, speaking, writing and listening skills at an advanced level. The study of texts and reading of Arabic literature forms part of this qualification.

Course content

The examination is 2.5 hours and consists of three sections

Section A: Translation

- Pupils will be expected to undertake a short translation from English into Arabic. They will be assessed on their ability to transfer meaning from an English-language passage into Arabic. A maximum of 20 marks will be awarded in accordance with a translation-specific mark scheme

Section B: Creative/Discursive essay

- Pupils will write a 240–280-word essay, in Arabic, in response to a short Arabic-language stimulus. They will be able to select how they respond to the stimulus – either discursively with a critical essay, or creatively through a short fictional or artistic piece. The assessment rewards pupils for communicating relevant information effectively as well as for the quality of the Arabic language produced.

Section C: Research-based essay

- Pupils must answer one question, in Arabic, which relates to a topic, text or film chosen from the prescribed list featured in Section 2.4 (Set topics, texts and films). The essay should relate to topic, text or film that pupils have studied in advance of the examination.

Recommended Entry Requirements

Grade 6 in GCSE Arabic

- A choice of two questions will be offered for each of the prescribed topics and texts. Pupils will be expected to write 300–400 words in Arabic. A maximum of 30 marks will be awarded for their essay content, quality of language and critical analysis and organisation of ideas.

Expectations

Pupils are expected to show interest in at least one of the topics so they can apply their interests while writing about that topic. Pupils are also expected to have a passion in the language so they can apply what they learn in the real world and perhaps include it in their line of work.

Future pathways

This qualification can prepare you to be a writer or a poet, or maybe even a linguist. You would also need a good background in the Arabic language if you wanted to become a journalist or a lawyer in an Arabic-speaking country.

Key skills

- Reading and responding to material from a variety of sources
- Making comparisons of texts
- Analysing ways in which authors achieve their purposes of creating and conveying meaning in written language
- Matching style with target audience and purpose



A-level Art

A-level Art allows you to develop an exciting and extensive range of creative and technical skills. You will also gain a strong understanding of historic and contemporary visual art practice, through supporting contextual studies. Unique to studying Art at A-level, you build up a very personal and continually evolving body of practical work, guided and supported by your teachers. Individual exploration and development of your personal skills and creative direction is a special aspect of this subject.

Under the collective title of ‘Art & Design’, all the main exam boards offer a variety of Art A-level specifications (syllabuses), each with a different emphasis. The most popular are Fine Art, Art & Design, Photography, Graphic Communication, Textiles, and 3-Dimensional Design. The Edexcel board calls these ‘pathways’. Whichever Art A-level discipline you take, the pattern of work and assessment is the same. The exam boards have four Key Assessment Objectives that recognise the range of creative and practical skills pupils develop and refine throughout the course.

Course content

In Component 1, the Personal Investigation, pupils are given a list of possible titles to work from and they choose one as their initial starting point. Every pupil uses a sketchbook to document the development of their ideas, their experimentation with materials and techniques, connections with artists’ work and to plan an outcome.

The final piece(s) made at the end of each project is a culmination of the investigation and decision-making seen

in the sketchbook and should take between 15-20 hours to produce.

In addition to the sketchbook and final piece, pupils will often produce supporting work outside their sketchbook.

For Component 2, the Timed Test, pupil choose a title from the exam paper as the basis for their project. The project will develop in a similar way to the coursework, over ten weeks plus holiday time.

Recommended Entry Requirements

Many pupils taking A-level Art have a GCSE in Art (Grade 6 or above) and enjoy the combination of practical, technical, creative, and contextual demands that are involved in such a practical, coursework-laden subject. Especially if they are international, pupils without an Art GCSE should have some equivalent experience that reflects their creative and practical interests.

The exam component culminates in an additional 15-hour piece made in the Art Studio under exam conditions.

Course structure

- The final mark is decided by two major pieces of coursework: the Personal Investigation and the Timed Test
- Component 1, the Personal Investigation, is a coursework unit worth 60% of the overall grade
- Component 2 is an exam unit worth 40% of the overall grade
- Pupils start Component 1 in Year 12 and this will continue all the way through to the end of January in Year 13
- Component 2, the Timed Test, will commence in February of Year 13
- There is also an essay of approximately 3,000 words, in which pupils should analyse and evaluate their coursework development

Expectations

Pupils opting for A-level Art should enjoy the process of developing their skills, ideas and understanding as they progress through the course. Successful pupils are hungry to improve and diversify their expressive skills, supported by their teacher’s advice and guidance. You will need inspiration, perseverance, good time management, and independent working skills to realise your full creative potential.

Future pathways

Successful A-level Art pupils can go on to study a range of Art & Design foundation and degree courses, both nationally and internationally, and train in their area of specialisation before

going on to become an Artist, Designer, Architect, or Arts Professional in a broad variety of specialist areas.

The creative and cultural arts industries are all around us. Artists create the world we inhabit and contribute to a thriving and important industry which has a vast range of exciting career options and choices. These can include working in Fine Art, Fashion Design, Graphic Design, or Architecture, for example, as well as many other possible creative Art & Design jobs and careers.

Strong Art training can also develop highly valuable transferable skills, including the development of creative ideas, problem-solving, contextual interpretation and visual communication, as well as organisational, presentation, and team-working skills.

Key skills

A Level Art and Design demand a diverse skill set encompassing technical proficiency in a range of mediums including drawing, painting, printmaking, and digital art. Pupils should cultivate strong observational abilities, effectively capturing scenes and objects. Creativity and innovation are key, involving idea generation, experimentation with materials, and creative problem-solving. Research skills, including knowledge of art history and contemporary trends, contribute to a well-rounded artistic approach. Effective communication and presentation skills are crucial for expressing ideas and building a compelling portfolio. Critical thinking, time management, independent learning, reflective practice, and collaborative abilities round out the essential skills for success in A Level Art and Design.

A-level
Biology

Biology is everywhere: it is the study of life on this planet, how it formed and how it has changed. You are the product of three billion years of evolutionary success. The future of humanity depends upon the development of sustainable ecosystems, reducing climate change and efficient food production for a growing population, all of which stems from advances in Biotechnology.

Recommended Entry Requirements

Grade 7 in IGCSE Biology and 6 in Chemistry

Course content

Pupil will cover ten topics over two years.

Year 1	Year 2
Topic 1: Biological Molecules	Topic 6: Microbiology and Pathogens
Topic 2: Cells, Viruses and Reproduction of Living Things	Topic 7: Modern Genetics
Topic 3: Classification and Biodiversity	Topic 8: Origins of Genetic Variation
Topic 4: Exchange and Transport	Topic 9: Control Systems
Topic 5: Energy for Biological Processes	Topic 10: Ecosystems

Expectations

Participating pupils are expected to have fundamental core Key Stage 4 (or equivalent) science knowledge.

Future pathways

A-level Biology pupils go on to study Medicine, Dentistry, Veterinary Sciences, Pharmacy, Optometry, Radiography, Physiotherapy and Biomedical Research.

Key skills

Problem solving, systems thinking, critical thinking, ICT literacy, interpersonal skills, communication skills, relationship-building skills and collaborative problem-solving skills.

Course structure

The A-level Biology course at King’s consists of three externally examined papers and the Science Practical Endorsement. Pupils are expected to carry out the 16 core practical experiments that are identified in the content.

Paper 1: Advanced Biochemistry, Microbiology and Genetics (30% of the total qualification)	<ul style="list-style-type: none">– Assessment is 1 hour 45 minutes– The paper consists of 90 marks– The paper may include multiple-choice, short-response, open-response, calculations and extended writing questions
Paper 2: Advanced Physiology, Evolution and Ecology (30% of the total qualification)	<ul style="list-style-type: none">– Assessment is 1 hour 45 minutes– The paper consists of 90 marks– The paper may include multiple-choice, short-response, open-response, calculations and extended writing questions
Paper 3: General and Practical Principles in Biology (40% of the total qualification)	<ul style="list-style-type: none">– Assessment is 2 hours 30 minutes– The paper consists of 120 marks– The paper may include short-response, open-response, calculations and extended writing questions

A-level

Business Studies

Studying business at A-level does not guarantee that you will become a future Bill Gates or Jeff Bezos, but detailed analysis of key business functions and the global issues that affect them will help you to understand the world and support virtually any career that you choose to undertake in the future.

Recommended Entry Requirements

Grade 6 in GCSE English language and a Grade 6 in Maths

Course content

Theme 1: Marketing and People

- Meeting customer needs
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

Theme 2: Managing Business Activities

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

Theme 3: Business Decisions and Strategy

This theme develops the concept introduced in Theme 2:

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

Theme 4: Global Business

This theme develops the concepts introduced in Theme 1:

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies

Expectations

Pupils undertaking this course will need to have a keen interest in current affairs and a willingness to engage in discussion and debate. You will need to read extensively to broaden your understanding and apply it to real life business.

Future pathways

Many business pupils go on to study a related degree and most universities offer a very wide variety of business and management courses. After university, a business degree will enable you to work in almost any professional environment, from starting your own business to working for a multinational corporation.

Key skills

You will need to demonstrate the ability to interpret information (written and numerical), a range of numerical skills and write clearly and fluently using effective business language.

BTEC

Business

BTEC Business enables a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTEC Business focuses on the holistic development of the practical, interpersonal, and thinking skills required to be successful in employment and higher education.

Recommended Entry Requirements

Grade 6 in GCSE English Language and Mathematics

Assessment

All units in the qualification are assessed using a set assignment. Each assessment is set by Pearson and may need to be taken under controlled conditions, through coursework, before it is marked by teachers. All units are internally assessed and subject to external standards verification. The most appropriate assessment styles according to the learning set out in the unit will be selected. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate processes.

Assessment Grading for units

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U).

Expectations

Pupils need to have a keen interest in current affairs and a willingness to engage in discussion and debate. You will need to read extensively to broaden your understanding and apply it to real life business.

Future Pathways

Many business pupils go on to study a related degree most universities offer a very wide variety of business and management courses. After university a business degree will enable you to work in almost any work environment from starting your own business to working for a multinational corporation.

Key Skills

You will need to show the ability to interpret information (written and numerical), demonstrate a range of numerical skills and write clearly and fluently using effective business language.

Assessment structure

Component	Time and marks	Assessment based on theme	Percentage of qualification
Paper 1: Marketing, People, and Global Businesses	2 hours 100 marks	Themes 1 and 4	35%
Paper 2: Business Activities, Decisions and Strategy	2 hours 100 marks	Themes 2 and 3	35%
Paper 3: Investigating Business in a Competitive Environment	2 hours 100 marks	Themes 1, 2 ,3 and 4 (Synoptic)	35%

A-level Chemistry

Chemistry is constantly evolving and developing as new discoveries are made, with chemists tackling the biggest challenges facing us such as sustainable energy, food production, the environment and health. There are three main strands of chemistry that you will study on this A-level course: physical, organic and inorganic chemistry. This qualification will help you to develop a better understanding of current scientific research and will develop the analytical and problem-solving skills that can be applied in almost any professional path later in life.

Course content

Pupils will cover 19 topics over two years:

TOPIC	1	Atomic Structure and the Periodic Table
	2	Bonding and Structure
	3	Redox I
	4	Inorganic Chemistry and the Periodic Table
	5	Formulae, Equations and Amounts of Substance
	6	Organic Chemistry I
	7	Modern Analytical Techniques I
	8	Energetics I
	9	Kinetics I
	10	Equilibrium I
	11	Equilibrium II
	12	Acid-base Equilibria
	13	Energetics II
	14	Redox II
	15	Transition Metals
	16	Kinetics II
	17	Organic Chemistry II
	18	Organic Chemistry III
	19	Modern Analytical Techniques II

Recommended Entry Requirements

Grade 7 in IGCSE Chemistry and 6 in other sciences

Course structure

A-level Chemistry at King's consists of three externally examined papers and the Science Practical Endorsement. Pupils are expected to carry out the 16 core practical experiments that are identified in the content:

Paper 1: Advanced Inorganic and Physical Chemistry (30% of the total qualification)

- Assessment is 1 hour 45 minutes
- The paper consists of 90 marks
- The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.

Paper 2: Advanced Organic and Physical Chemistry (30% of the total qualification)

- Assessment is 1 hour 45 minutes
- The paper consists of 90 marks
- The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.

Paper 3: General and Practical Principles in Chemistry (40% of the total qualification)

- Assessment is 2 hours 30 minutes
- The paper consists of 120 marks
- The paper may include short open, open-response, calculations and extended writing questions

Expectations

Pupils are expected to have fundamental core Key Stage 4 science knowledge (or equivalent).

Future pathways

Studying Chemistry is essential for HE courses and careers in Medicine, Dentistry and Veterinary Sciences. Former pupils have also progressed into Chemical Engineering, Forensic Science and Pharmaceutical Science.

Key skills

Problem solving, systems thinking, critical thinking, ICT literacy, interpersonal skills, communication skills, relationship-building skills and collaborative problem-solving skills.



A-level

Economics

Whilst resources such as copper, oil and cotton are limited on earth, consumers across the world continue to have a relentless appetite for consumer goods such as televisions, cars and branded t-shirts. Economics attempts to understand how an economy can provide us with the things we need, such as food and shelter, and the things we want like iPhones and holidays. A successful economy will do this efficiently, with as little waste as possible. A successful economy will also do this in a fair way, so that the needs of all people are met.

Therefore, as a society we need to make choices including:

- Should we build more schools or more tanks?
- Should we increase taxes to pay for more roads?

The answers to these questions will depend on your own values, and you will be able to develop your own views and understanding of the economy we live in through participation in this A-level course.

Economics sits in the middle of the learning spectrum. In one direction it has close links to Mathematics, as calculations are invariably needed. In the other, its demand in terms of analytical essay writing skills aligns it with subjects such as History, English, Politics and Psychology.

Course content

Unit 1: Markets in Action

- Consumer behaviour and demand
- Supply
- Price determination
- Market failure
- Government intervention in markets

Unit 2: Macroeconomic Performance

- Measures of economic performance
- Aggregate demand (AD)
- Aggregate supply (AS)
- National income
- Economic growth
- Macroeconomic objectives and policies

Unit 3: Business Behaviour

- Types and sizes of businesses
- Revenue, costs and profits
- Market structures and contestability

- Labour markets
- Government intervention

Unit 4: Developments in the global economy

- Causes and effects of globalisation
- Trade and the global economy
- Balance of payments, exchange rates and international competitiveness
- Poverty and inequality
- The role of the state in the macroeconomy
- Growth and development in developing, emerging and developed economies

Course structure

Unit 1 - Written Examination of 1 hour, 45 minutes (80 marks)

- Section A: six multiple choice questions
- Section B: five short answer questions
- Section C: a five-part question, based on data provided in a source booklet
- Section D: one 20-mark essay question from a choice of two

Recommended Entry Requirements

Grade 7 in GCSE English Language and Grade 7 in Mathematics

Unit 2 - Written Examination of 1 hour, 45 minutes (80 marks)

- Same as for Unit 1

Unit 3 - Written Examination of 2 hours (80 marks)

- Section A: six multiple choice questions
- Section B: a five-part question, based on data provided in a source booklet
- Section C: two 20-mark essay questions from a choice of three

Unit 4 - Written Examination of 2 hours (80 marks)

- Same as for Unit 3

Expectations

Pupils wishing to take A-level Economics need to have a keen interest in current affairs and a willingness to engage in discussion and debate. You will also need to read extensively to broaden your understanding and apply it to real-life Economics.

Future pathways

Economics is an excellent foundation for a wide range of careers, including banking, accountancy, retail and politics.

Key skills

You will need to show the ability to interpret information (written and numerical), demonstrate a range of numerical skills and write clearly and fluently using effective language.

A-level

English Language

Studying English Language at A-level provides pupils with excellent communication skills, critical thinking, time management and organisational skills. All of these are transferable across multiple industries, allowing graduates to consider career paths in many different sectors. Pupils will study the range of contexts in which language is produced and received and how contexts of production and reception affect the language choices made by writers and speakers. Pupils will study how language reflects and constructs the identity or identities of the user and varies depending on the contexts of production and reception. Pupils will apply appropriate methods of language analysis to a range of written, spoken or multimodal data taken from 20th and 21st century sources, using the key language frameworks and levels. The sources will not include transcripts.

Pupils taking A-level English Language will demonstrate a critical understanding of concepts and issues, exploring attitudes to language and evaluating how an individual's language choices are affected by:

- mode: the method of communication (spoken, written, multimodal);
- field: the subject matter;
- function: the purpose;
- audience: the relationship between writers/speakers and readers/listeners;
- geographical factors;
- social factors: e.g. gender, age, ethnicity and other social identities.

Pupils will study how the key language frameworks contribute to meaning in spoken and written English:

- Pragmatics: variation in meaning, depending on context
- discourse: extended texts (written or spoken) in their context

In addition to the key language frameworks, the following language levels also contribute to meaning in spoken and written English:

- Graphology: the writing system and the presentation of language
- Phonetics, phonology and prosody: speech sounds, sound effects and intonation

Recommended Entry Requirements

Grade 6 or higher in IGCSE English Language and English Literature

Course content

- Unit 1
- Language: Context and Identity

- Unit 2
- Language in Transition

- Unit 3
- Crafting Writing

- Unit 4
- Investigating Language

Course structure

This qualification consists of two externally examined units. AS-level English Language marks the first half of the overall A-level qualification and consists of two IAS units: Units 1 and 2. This qualification may be awarded as a discrete qualification or may contribute 50% towards the A-level qualification.

This qualification consists of four externally examined units.

A-level English Language consists of the two AS units (Units 1 and 2), plus two A2 units (Units 3 and 4). Pupils wishing to take this A-level must, therefore, complete all four units.

Expectations

- Pupils taking A-level English Language are required to:
- apply concepts relating to language in transition to data from 19th–20th century written and 21st century spoken discourse;
 - apply critical skills to description, analysis and evaluation of a range of data and discourses from the 19th, 20th and 21st centuries and make connections across texts;
 - use and apply linguistic terminology accurately;
 - show their understanding of geographical, social and individual varieties of English;

- critically evaluate attitudes towards language and its users when discussing data from 19th, 20th and 21st centuries;
- synthesise and reflect on language knowledge drawn from different areas of their studies of English language;
- apply concepts relating to contextual language variation to data drawn from written, spoken and multimodal discourse;
- apply language concepts and methods of analysis relevant to the representation of self to data;
- apply critical skills to description, analysis and evaluation of a range of data and discourses, making connections across texts;
- use and apply linguistic terminology accurately;
- make accurate references to data and sources;
- demonstrate expertise and creativity in the use of English to communicate in different ways, drawing on their knowledge of the forms and structures of written English for different genres, contexts, audiences and purposes.

Future pathways

A degree in English Language or English Literature presents participants with a range of exciting career options, including the following:

- Digital Copywriter
- Editorial Assistant
- English as a Foreign Language Teacher
- Lexicographer
- Magazine Journalist
- Paralegal
- Marketing Executive
- Newspaper Journalist
- Publishing copy-editor/Proofreader
- Teacher
- Web Content Manager
- Writer

BTEC Level 3 Engineering

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

BTEC International Level 3 qualifications allow learners to progress to the workplace – either directly or via study at a higher level. Over 100,000 BTEC learners apply to university every year. Their Level 3 BTECs, either on their own or in combination with International A Levels, are accepted by UK and international universities, and higher-education institutes for entry to relevant degree programmes.

Course content

Pearson BTEC International Level 3 Subsidiary Diploma in Engineering (360 GLH)

Equivalent in size to one International A Level. 360 GLH of units of which 240 GLH are mandatory (at least 180 GLH assessed through a Pearson Set Assignment) and 120 GLH selected from given optional unit list. Mandatory content (66.6%).

- Mandatory Units:
- Delivery of Engineering Processes Safely as a Team
 - Product Design and Manufacture in Engineering

- Optional Units:
- Mechanical Principles
 - A Specialist Engineering Project
 - Additive Manufacturing Processes

Note : Other Units are available, Optional units may change

Recommended Entry Requirements

BTEC Level 2 Engineering – Distinction or Merit

GCSE Design and Technology - Level 6 or above.

Future Pathways

In recent years, higher-education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

This course prepares pupils who wish to follow an Engineering route into either further education or employment. These include:

- Mechanical Engineering
- Aeronautical Engineering
- Civil Engineering
- Product Engineering
- Electrical Engineering
- Architecture
- Project Management



A-level French

Adding a second language to your portfolio will open a myriad of doors. Whilst you may not decide to become a translator or a teacher, being qualified in one of the fifth most spoken languages in the world will help you in areas such as medicine and, more generally, the sciences, diplomacy, international business, tourism and more.

Course content

- The four themes explored in A-level French reflect the society and culture of the language:
- Theme 1: Changes in French society
 - Theme 2: Artistic and political culture in French speaking countries
 - Theme 3: Immigration and multicultural French society
 - Theme 4: Occupation and resistance

A-level French at King’s consists of two externally examined papers that assess listening, reading and writing and a speaking assessment. The speaking assessment is externally set and conducted by a teacher-examiner. All assessments are marked by Pearson. Pupils must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Course structure

Assessment Objectives

Pupils must:		A-level %
A01	Understand and respond: <ul style="list-style-type: none">– in speech to spoken language including face-to-face interaction– in writing to spoken language drawn from a variety of sources	20
A02	Understand and respond: <ul style="list-style-type: none">– in speech to written language drawn from a variety of sources– in writing to written language drawn from a variety of sources	30
A03	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure	30
A04	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken	20
Total		100%

Recommended Entry Requirements

Grade 6 or above in GCSE French and English Language

Breakdown of Assessment Objectives

Papers	Assessment Objectives				Total for all Assessment Objectives
	A01%	A02%	A03%	A04%	
Paper 1: Listening, reading and translation	15	25	-	-	40%
Paper 2: Written response to works and translation	-	-	20	10	30%
Paper 3: Speaking	5	5	10	10	30%
Total for A-level	20	30	30	20	100%

Expectations

Pupils who would benefit most from studying this qualification are likely to have a Level 2 qualification, such as a good GCSE in French.

However, this qualification focuses on the development of all four language skills: listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this qualification, as is the inclusion of authentic written and spoken sources, responding through writing to literature and film, and independent research.

Pupils are also expected to be able to develop knowledge and understanding of the social issues and trends, and political and artistic culture, of France and its communities. They should be able to express and justify their own opinions, develop arguments, and persuade, in speech and writing, building on the fluency and spontaneity they have developed in this subject earlier in their schooling.

The skill of translation will be developed from those earlier developed skills. The range of topics promotes a clear progression in grammar, vocabulary and cultural knowledge and understanding, and will increase linguistic and cognitive demand.

Future pathways

This qualification offers a suitable progression route to further study at university level. In addition, the study of a language at A-level can facilitate and help promote the learning of other languages. The qualification may also add to an individual’s employability profile, particularly for UK organisations trading overseas as well as with international companies based in the UK and globally. Pupils can progress to a wide range of careers in areas such as journalism and media, education, science, medicine, the civil service, sales, marketing, retail and charities. Pupils will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support study of other A-level subjects, higher education study and the transition

to employment, together with an understanding and appreciation of French-speaking countries and their cultures.

Key skills

- Non-routine problem-solving: expert thinking, metacognition, creativity
- Systems thinking: decision making and reasoning
- Critical thinking: definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills
- ICT literacy: access, manage, integrate, evaluate, construct and communicate
- Interpersonal skills
- Communication: active listening, speaking communication, written communication, assertive communication and non-verbal communication
- Relationship-building skills: teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation
- Collaborative problem-solving: establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation
- Intrapersonal skills
- Adaptability: ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments
- Self-management and self-development: ability to work remotely in virtual teams, work autonomously, be self-motivated and self-monitoring, willing and able to acquire new information and skills related to work

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

A-level Geography

Geography is the key to understanding the world around us. It gives all pupils the chance to study the complexity of people and the environment, while building on their ability to ask questions and think critically. As a subject, Geography gives pupils the chance to enhance their skills across many different potential career paths by integrating the skills they learn in all subjects into one all-encompassing subject.

Course content

The course is broken up into six main sections:

1. Dynamic landscapes

- 1.1. Global hazards
- 1.2. Glacial environments
- 1.3. Coastal landscapes and change

2. Dynamic places

- 2.1. Globalisation
- 2.2. Regeneration
- 2.3. Diverse Places

3. Physical Systems and Sustainability

- 3.1. The water cycle and water insecurity
- 3.2. Carbon cycle and energy security

4. Human Systems and Geopolitics

- 4.1. Superpowers
- 4.2. Health, human rights and intervention
- 4.3. Migration, identity and sovereignty

5. Fieldwork

6. Non-Examination Assessment: Independent Investigation

Recommended Entry Requirements

Grade 6 or above in GCSE Geography, English Language and either Biology or Chemistry.

Course structure

There are 3 papers in the A-level Geography course, which are broken up into four sections. Each paper is 2 hours 15 minutes in length. For the Independent Investigation, pupils are required to write a 3,000-4,000-word report, using their fieldwork as the basis for the research. All assessments use the assessment objectives to guide the grading so that pupils can properly self-assess their work.

Expectations

As a pre-requisite, pupils should have taken Geography at GCSE level (or equivalent), scoring at least a Grade 6 for their final examinations. Pupils should then study for a minimum of 2-3 hours per week outside of lesson time to ensure that they can develop their skills enough to comfortably sit the examinations at the end of the course.

Future pathways

There are a range of different future career opportunities for pupils who take A-level Geography, including environmental engineering, city planning and environmental management.

Key skills

Participating pupils should have the ability to interpret information (qualitative and quantitative), demonstrate a range of geographical skills (e.g. data collection, research and critical thinking) and write clearly and fluently, using effective language.

A-level History

‘Those who do not learn History are doomed to repeat it.’ - George Santayana.

History is not just what happened in the past, but a way to examine where we have come from. Only by looking at the past can one make sense of the present and then strive towards a better future.

History develops cross-curricular skills and, whilst every subject demands critical thinking and the ability to weigh up evidence before offering an informed conclusion, these skills are at the core of the study of History. The subject provides a means for pupils to develop their ability to evaluate the world around them, to distinguish true claims from those that are false, and to identify both justice and injustices. It also helps pupils to become comfortable with the idea that there isn’t always a definitive answer to something – there are often multiple answers, depending upon your perspective.

Course content

Theme 1 (1A - Depth Study with interpretation)

France in Revolution 1774-1799

- The origins and onset of revolution, 1774–89
- Revolution and the failure of constitutional monarchy, 1789–93
- The National Convention, the Jacobins and the Terror, 1793–94
- From the Directory to Brumaire, 1795–99

Theme 2 (2B - Breadth Study with source evaluation)

China 1900-1976

- Order and disorder, 1900-1976
- The impact of the world on China, 1900-76
- Economic changes, 1900-76
- Social and cultural changes, 1900-76

Theme 3 (3C - Thematic Study)

Germany 1871-1990: United, Divided and Reunited

- The birth and early years of the Second Reich, 1870-79
- The birth of democratic Germany, 1917-24
- The birth of the Third Reich, 1930-36
- Establishing and ruling the new Federal Republic, 1949-60
- The last years of the German Democratic Republic and reunification, 1985–90

Theme 4 (4C- International study with historical interpretations)

The World Divided: Superpower Relations 1943-1990

- What explains the outbreak and development of the Cold War in the years 1943-53?
- Conciliation and confrontation, 1953-64
- Stalemate and détente, 1964-79
- Renewed confrontation and resolution, 1980-90

Recommended Entry Requirements

Grade 6 or above in GCSE History and English Language

Course structure

- Paper 2 (breadth study with source evaluation) – two-hour examination (25%)
- Paper 3 (thematic study with source evaluation) – two-hour examination (25%)
- Paper 4 (international study with historical interpretations) – two-hour examination (25%)

Expectations

Pupils need to have a keen interest in history, a willingness to engage in discussion and debate, and the ability to construct a cogent argument with evidence. Pupils will also be required to read extensively from a range of historical sources to broaden their understanding and apply it to both essay writing and debate.

Future pathways

A successful A-level History pupil will have developed multi-disciplinary skills, which are transferable to innumerable university and careers pathways. The core skills in the practice of History, such as the development of evidence gathering, synthesising evidence and applying evidence to construct cogent and persuasive conclusions, are desirable skills in most careers and university courses.

Key skills

Pupils studying A-level History will need to be able to interpret evidence and utilise it to build persuasive arguments as to why historical events happened in the way they did. An open mind, willingness to listen to others and take on other points of view in understanding the past is a must.



A-level

Information Technology

Course Content

The content is relevant for learners who want to study this subject at a higher level. The qualifications include a variety of topics, including IT systems, coding for the web and relational databases.

Recommended Entry Requirements

Grade 6 in mathematics

Topics

- Unit 1

 - Hardware and software
 - Networks
 - The online environment
 - IT systems
 - Data and Databases
 - Wider Issues
- Unit 2

 - The functionality of HTML
 - The functionality of CSS
 - The functionality of JavaScript
 - Designing webpages
 - The semantic web
- Unit 3

 - Data integrity
 - Relational databases
 - Big data
 - Enabling technologies
 - Using IT systems in organisations
 - Systems development
 - Emerging technologies
- Unit 4

 - Use of features of database solutions
 - Relational database concepts
 - Database solutions

Assessment Information

Unit	IAS or IA2	Assessment Information	Number of Marks Allocated
Unit 1	IAS	Written examination. The assessment is 2 hours. This paper may include multiple choice, short-open-response, open-response and extended open-response questions. Candidates must answer all questions.	80
Unit 2	IAS	Written examination. The assessment is 3 hours. This paper consists of theoretical and practical questions and may include short-open-response, open-response and extended open-response questions. Data files will be provided for some questions. Some responses will be written, others will involve the submission of files. All four assessment objectives are assessed. Each candidate will need access to a computer during the examination. Candidates must answer all questions.	80
Unit 3	IA2	Written examination. The assessment is 2 hours. This paper may include short-open response, open-response and extended open-response questions. All four assessment objectives are assessed. Candidates must answer all questions.	80
Unit 4	IA2	Written examination. The assessment is 3 hours. This paper consists of practical and theoretical questions and may include short-open-response, open-response and extended open-response questions. Data files will be provided for some questions. All responses will be submitted using a word-processed candidate evidence template. All four assessment objectives are assessed. Each candidate will need access to a computer during the examination. Candidates must answer all questions.	80

Future Pathways

An A-level in IT serves as a gateway to diverse opportunities in both university and the professional realm. Universities offer specialized programs such as computer science or information technology, allowing A-level graduates to delve deeper into areas like software development, cybersecurity, or data science. In the workforce, A-level holders can secure entry-level positions in roles such as IT support or junior software

development. As they accumulate experience, avenues open up for advancement into specialized positions like network administrator or IT project manager. The skills honed during A-level studies, including problem-solving and programming, position individuals as sought-after candidates in an array of industries, promising a dynamic and fulfilling career in the ever-evolving landscape of information technology.

Mathematics and Further Mathematics

The building blocks of Mathematics that are covered in secondary school up to Year 11 can be considered the ‘alphabet’ of the field. In A Level Mathematics, we are encouraged to introduce creativity - we start to form the words, and even sentences that allow us to analyse and understand real world problems and mathematical models.

Mathematics at A Level can be broken into four distinct sections:

- Pure Mathematics, where we develop our skills in algebraic manipulation
- Statistics, where we analyse and learn to use data effectively
- Mechanics, where we investigate motion, and
- Further Mathematics, where we delve into more abstract concepts.

Course content:

AS Mathematics Components

- Pure 1: Algebra and functions; coordinate geometry in the (x,y) plane; trigonometry; differentiation; integration.
- Pure 2: Proof; algebra and functions; coordinate geometry in the (x,y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration.
- Statistics 1: Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.

A2 Mathematics Components

- Pure 3: Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods.
- Pure 4: Proof; algebra and functions; coordinate geometry in the (x,y) plane; binomial expansion; differentiation; integration; vectors.
- Mechanics 1: Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.

AS Further Mathematics Components

- Further Pure 1: Complex numbers, roots of quadratic equations; numerical solution of equations; coordinate systems; matrix algebra; transformations using matrices; series; proof.

Recommended Entry Requirements

Minimum grade 7 at GCSE / IGCSE Mathematics

Recommended grade 8 at GCSE / IGCSE Mathematics

- Decision 1: Algorithms; algorithms on graphs; algorithms on graphs II; critical path analysis; linear programming.
- Mechanics 1: Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.

A2 Further Mathematics Components

- Statistics 2: The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.
- Further Pure 2: Continuation of Further Pure 1
- Further Pure 3: Hyperbolic functions; further coordinate systems; differentiation; integration; vectors; further matrix algebra.
- Mechanics 2: Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.

The course structure is

Equally weighted 90-minute written examination papers – one per component. AS papers are sat at the end of year 12, A2 papers are sat at the end of year 13.

Mathematics Papers: AS Unit Pure 1, AS Unit Pure 2, AS Unit S1, A2 Unit Pure 3, A2 Unit Pure 4, A2 Unit M1

Further Mathematics Papers: AS Unit FP1, AS Unit D1, AS Unit M1, AS Unit S2, A2 Unit FP2, A2 Unit FP3, A2 Unit M2



Expectations

Pupils will be expected to have a strong understanding of GCSE / IGCSE Mathematics – a fluency in Algebraic Manipulation techniques is particularly important. Clarity in written communication in Mathematics is also essential.

Future Pathways

For progression to many courses at university it is important to have strong mathematical skills. For most science, technology, engineering and mathematics (STEM) degree courses, A Level Mathematics is a requirement, and A Level Further Mathematics is often a preferred subject. If you wish to study Mathematics, Physics or Computer Science, A Level Further Mathematics is often a required subject. Having A level Further Mathematics on your university application is a way to make it stand out. Many employers highly value

mathematics qualifications because mathematics pupils work to develop thinking logically and analytically. Through solving problems, you develop resilience and the ability to think creatively. Through creating proofs and justifying your results, you develop the skills needed to formulate well-reasoned arguments. Crucially, you will develop excellent numeracy skills and the ability to process and interpret data.

Key Skills

Studying Mathematics will enable you to develop:

- an understanding of the mathematics that underpins many aspects of our lives
- the ability to apply a range of mathematical skills to different situations
- acute logical thinking and problem-solving abilities
- the ability to process, interpret and analyse information.

A-level

Physics

Physics is the most fundamental of all the sciences. You will study the physical properties of objects ranging in size from massive galaxies down to tiny sub-atomic particles. Physics is a challenging subject because it is an exact science, yet good fun because it is lively and practical. You will develop practical skills as you complete a wide variety of experiments, illustrating and exploring the subjects studied.

Course content

Pupil will cover 6 topics over 2 years.

Year 12	Year 13
Unit 1: Mechanics and Materials	Unit 4: Further Mechanics, Fields and Particles
Unit 2: Waves and Electricity	Unit 5: Thermodynamics, Radiation, Oscillations and Cosmology
Unit 3: Practical Skills in Physics I	Unit 6: Practical Skills in Physics II

The course structure

The Pearson International Edexcel A – Level Physics course consists of six externally examined papers (3 exams in Year 12 and 3 exams in Year 13). Pupils are expected to carry out the 16 core practical experiments that are identified in the content.

Assessment	Description
Unit 1: Mechanics and Materials	1.5 Hours (80 Marks) 40% of IAS grade 20% of IAL grade
Unit 2: Waves and Electricity	1.5 Hours (80 Marks) 40% of IAS grade 20% of IAL grade
Unit 3: Practical Skills in Physics I	1 Hour 20 mins (50 Marks) 20% of IAS grade 10% of IAL grade
Unit 4: Further Mechanics, Fields and Particles	1 Hour 45 mins (90 marks) 40% of IA2 grade 20% of IAL grade

Recommended Entry Requirements

Grade 7 in GCSE Physics and Grade 7 in IGCSE Mathematics

Expectations

Pupils are expected to have fundamental core key stage 4 science and maths.

Future Pathways

Physics is essential for many Science and Engineering degree courses and particularly useful for careers in astrophysics, architecture and engineering. The skills you will develop are valued by employers, including the ability to construct logical arguments, pay attention to detail and approach problem solving logically.

Key Skills

Problem solving, systems thinking, critical thinking, ICT literacy, interpersonal skills, communication skills, relationship-building skills and collaborative problem solving skills.

A-level

Physical Education

Studying Physical Education at A-level is a fantastic way to pursue a passion for sport and physical activity at an advanced academic level. Pupils who continue to study PE can go on to become confident, inspiring, and successful individuals with a determination and drive to succeed in all their endeavours. A-level PE promotes a healthy and active lifestyle for those that study the subject and so is a popular choice for young sportsmen and women after they have completed a GCSE PE qualification (or equivalent).

Recommended Entry Requirements

Grade 6 in GCSE English language, Maths and Science

To have studied GCSE PE previously

Regular participation in school and external club sport

Course content

Component 1

Scientific Principles of Physical Education

- Applied Anatomy and Physiology
- Exercise Psychology and Applied Movement Analysis

Component 2

Psychological and Social Principles of Physical Education

- Skill Acquisition
- Sport Psychology
- Sport and Society

Component 3

Practical Performance

- Skills performed in one physical activity as a performer or
- Skills performed in one physical activity as a coach

Component 4

Performance Analysis and Performance Development

Programme

- In the role of player/performer or coach, analyse two components of a physical activity (one physiological component and either a tactical or technical component)
- In the role of player/performer or coach, analyse, implement and evaluate a Performance Development Programme

Course structure

- Component 1: written examination (40% of qualification)
- Component 2: written examination: (30% of qualification)
- Component 3: practical performance - assessed internally (15% of qualification)

- Component 4: performance analysis - assessed internally (15% of the qualification)

Both Components 3 and 4 are assessed internally and moderated externally by Edexcel.

Expectations

Pupils wishing to take A-level PE should have an active interest in sport and physical activity, as well as the biological, psychological and social principles related to physical activity. Additionally, pupils are expected to have a good level of written English and Science. It would be advantageous if pupils have studied GCSE PE (or equivalent) before starting the course and it is essential that they frequently take part in sporting and physical activity for a club or team outside school.

Future pathways

Studying Physical Education at A-level will enable pupils to develop critical thinking, evaluation and analysis skills, all of which are attractive to prospective universities. The subject links well to courses such as Sports Development and Sports Psychology, as well as Physical Education and Bachelor of Education programmes. Successful Physical Education pupils can go on to various career paths including physiotherapy, sports development roles and teaching among others.

Key Skills

- Advanced practical ability in a chosen sport
- Technical and tactical knowledge of a chosen sport
- Good level of written English
- Good level of understanding of science (particularly Biology)
- Evaluative and analytical skills

A-level

Psychology

Psychology is the scientific study of the mind and behaviour. Research in psychology seeks to understand and explain how people think, act and feel. Psychologists strive to learn more about the many factors that can influence thought and behaviour, ranging from biological influences to social pressures.

Recommended Entry Requirements

Grade 6 in GCSE English, Science (Biology) and Maths

Course structure

Topics on the A-level Psychology course include:

- social influences;
- memory attachment;
- psychopathology;
- approaches in psychology;
- biopsychology;
- research methods;
- issues and debates in psychology.

to take the course need to have a keen interest in current affairs, science of the mind and a willingness to engage in discussion and debate. They will also need to read extensively to broaden their understanding and apply it to the course material.

Future pathways

This qualification enables successful progression to undergraduate studies, further education or employment.

An A-level in Psychology is a very useful qualification for any career in which you are required to interact closely with people. Occupations such as journalism, nursing and marketing all welcome trainees who have studied Psychology. If you are considering higher education, Psychology can be an invaluable subject.

Key skills

Pupils who complete the A-level Psychology course will develop skills in data handling, analysis, evaluation and writing, all of which are transferable to both university and employment.

Expectations

Pupils who would benefit most from studying A-level Psychology are likely to have a Level 2 qualification, such as a GCSE or equivalent, in relevant subject areas. Pupils wishing

BTEC

Sport

BTEC Diploma in Sport is a two year qualification, in which pupils will study much of the same content as they would in A Level Physical Education. The main difference between the two qualifications is that BTEC Diploma in Sport is assessed purely through written coursework assignments, and practical elements. There is no written exam at the end of the course.

This is a two year course, and carries the same weight and recognition as A Level. Pupils will receive guided learning, delivered to them by the PE Department, and submit coursework to deadlines which are set both internally and externally.

In the table below, you will notice that there are three mandatory units of work which must be completed to gain the qualification. In addition to this, pupils will also study a selection of the optional units, which are selected internally.

This course is the perfect choice for aspiring Sixth Form pupils with a sporting background. It is recommended that pupils have attained a grade 4 or above in English and Science at GCSE level, along with studying GCSE PE or BTEC Sport Level 2.

Recommended Entry Requirements

Grade 4 or above in English and Science at GCSE level, along with studying GCSE PE or BTEC Sport Level 2

Pearson BTEC Level 3 National Extended Certificate in Sport				
Unit No	Unit Title	GLH	Type	How Assessed
Mandatory units - learners complete and achieve all units				
1	Anatomy and Physiology	120	Mandatory	External
2	Fitness Training and Programming for Health, Sport and Well-being	120	Mandatory and Synoptic	
3	Professional Development in the Sports Industry	60	Mandatory	Internal
Optional units - learners complete 1 unit				
4	Sports Leadership	60	Optional	Internal
5	Application of Fitness Testing	60		
6	Sports Psychology	60		
7	Practical Sports Performance	60		

UK University A-level Requirements

Accountancy

Most departments have no specific requirements, although Mathematics is recommended by some universities. There can also be GCSE Mathematics grade requirements (or equivalent).

Ancient History

No subjects are specified. This subject can be studied without Latin or Greek (although not at Cambridge) and can be combined with Archaeology.

Anthropology

Most combinations of A Level subjects will provide some general preparation for an Anthropology degree. If the undergraduate programme includes courses in Physical/ Biological Anthropology or Forensics, however, there may be an expectation that pupils have an A-level in Biology or a related subject.

Arabic

Arabic A-level is usually required for single honours degrees in Arabic, although there is more flexibility within combined programmes.

Architecture

Art is often strongly recommended as a portfolio of work must usually be submitted. Mathematics and/or Physics can be beneficial, although most departments only require these to GCSE standard (or equivalent).

Art

Art, followed by a Foundation Art course is normally expected.

Biochemistry

Chemistry is usually required, with Biology and/or Maths also recommended.

Biological Sciences

Biology is usually required, with some leading university departments also requiring or recommending at least one of Physics, Chemistry or Mathematics.

Business

No subjects are normally specified, but A-level Mathematics is either required or preferred by some universities.

Chemical Engineering

A-level Mathematics, Physics and Chemistry are required and Further Mathematics is helpful to access the most competitive courses.

Chemistry

Chemistry A-level is a requirement and Mathematics A-level is essential for access to courses at some universities. A-level Physics is desirable.

Classical Civilisation

No subjects are specified.

Computer Science

Mathematics A-level is a requirement for all universities. Further Mathematics and a physical science subject are recommended for pupils wishing to apply to Cambridge.

Dentistry

Biology and Chemistry are usually required subjects and manual dexterity is also important.

Drama

Although no A-level subjects are specified, these courses are often extremely competitive and will require extensive practical experience as a condition of entry.

Economics

A-level Mathematics is almost always a requirement and is compulsory for access to leading universities. Further Mathematics is also preferable for entry to Cambridge. A-level Economics is also strongly recommended.

Engineering

Mathematics and Physics are required and Further Mathematics is recommended, especially for entry to Oxbridge.

English

English Literature A-level is usually a requirement and History and Languages (Ancient or Modern) can be good supporting subjects.

French

French A-level is usually a requirement for single honours although there is more flexibility for combined programmes.

Geography

Geography A-level is usually required or recommended. Mathematics or a Science are also helpful.

Geology

A-levels in Mathematics, Chemistry, Physics and Geography are preferred.

History

A-level History is specified by several and recommended for others. A foreign language can be useful but is not required.

History of Art

History, Art, English or a language are recommended, although they are not required for admission.

Human Sciences

Biology is often required and Maths, further sciences or Geography can be useful.

Italian

An A-level in a modern foreign language is required, although not necessarily Italian.

Land Economy

No subjects are normally specified but Geography, Economics and Mathematics are helpful.

Law

There are no subject requirements for this degree course, although at least one subject which involves use of language and/or essay writing is advised. An A-level in a foreign language is required for International Law.

Liberal Arts

There are no specific subject requirements, although a bias towards arts subjects (e.g. English, Music, History) is expected.

Mathematics

A-level Mathematics is required and both Further Mathematics and Physics are recommended.

Medicine

Chemistry is required and Biology is advised at most medical schools. Candidates will typically have studied at least two science subjects at A-level standard.

Music

Music A-level is either a requirement or is strongly recommended.

Natural Sciences (biological)

Biology and Chemistry are essential and Mathematics or Physics are helpful for successful admission.

Natural Sciences (physical)

Chemistry, Mathematics and Physics are advised, with Further Mathematics recommended.

Further Guidance

Alongside your teachers, the following organisations provide useful advice to pupils considering their Sixth Form options:

Conservatoires Admissions Service (UK):

www.okcukas.ac.uk

Careers Advice (UK):

www.nationalcareers.service.gov.uk

Education Scotland (UK):

www.education.gov.scot

Higher Colleges of Technology (UAE):

www.hct.ac.ae/en/admissions

Oriental Studies

A modern language is required, together with clear evidence of commitment to this course.

Philosophy

No subjects are specified, but a subject demonstrating logical thought (e.g. Mathematics) is highly recommended.

Physics

Physics and Mathematics are requirements and Further Mathematics is very helpful for applicants, especially for the more competitive university departments.

Politics

No subjects are specified, although an A-level in History and/or Politics can be helpful.

Product Design

Physics or Art will well support the study of this course at university.

Psychology

Often there are no specific requirements, A-level Mathematics, Biology and Psychology can be helpful for applicants. The most competitive university departments may require two of these subjects to have been studied at A-level.

Spanish

An A-level in a foreign language is required. The A-level study of Spanish is a mandatory requirement for some universities.

Theology

No subjects specified.

Veterinary Science

Chemistry and usually Biology are required. Some universities prefer either Mathematics or Physics as a third A-level.

International Pupil (USA):

www.internationalpupil.com/school-search/usa

Prospects (UK):

www.prospects.ac.uk

Russell Group Universities:

www.russellgroup.ac.uk/for-pupils

UCAS (UK):

www.ucas.com



King's College
DOHA