

SIXTH FORM



King Edward's

W I T L E Y



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From the Head

I am delighted to welcome you to King Edward's Witley, thank you for your interest in this lovely School. I hope that the information you find in this booklet will give you a sense of who we are and what we do. However please do not hesitate to contact us if you have any questions.

The Sixth Form experience at King Edward's aims to provide the best possible preparation for life beyond, whether that is university study or employment. The education is fun, challenging and fulfilling, you will learn how to think independently, live together and accomplish your goals.



Joanna Wright BA HEAD

welcome



Welcome to Sixth Form

Our sixth form aims to equip young people with academic results that open doors to exciting and fulfilling futures together with skills, attributes and an integrity that will sustain them through life.

King Edward's offers pupils entering the Sixth Form the choice of the globally recognised International Baccalaureate (IB) or A-levels. Whichever educational course pupils pursue they are supported by a personal pastoral team led by the Head of Sixth Form; an IB Co-ordinator; the Head of Careers; House Parents and assistants, an academic tutor and subject teachers. Whether you are an existing pupil or new to this School, you will start your Sixth Form with guidance that will help you shape a balanced and exciting academic programme.

We provide individual advice so that every pupil can choose the subject combinations that will play to his or her strengths and create opportunities and choice at the School.





Freedom to succeed

Opportunities at King Edward's are substantial. Greater freedom of choice is important, allowing you to develop the decision-making skills of adulthood.

Developing independent study habits is key at Sixth Form. Around the School, there are attractive areas for group or private study, including the library, ICT suite, Sixth Form centre, Piccadilly café and study areas in your House.

Outside the classroom we offer over 50 Clubs and Societies from subject-related clinics and study skills workshops, to bee-keeping, archery and fencing. We offer cerebral pursuits such as chess and debating, we develop mindfulness through the arts, yoga and meditation, and we encourage our pupils to be active and energetic through team sports such as football or individual activities such as kick-boxing. We currently support local and international pupils in achieving high levels of expertise in rock climbing, competitive cycling and cricket, as well as fencing and rifle shooting.

Sixth Form boarding and day pupils belong to one of the School Houses along with pupils from the 3rd to 5th Forms (Years 9 to 11).

Your House will be your home where you can develop friendships with both day and boarding pupils. You will have a chance to learn from your peers and older pupils in your House, as well as to mentor younger boys and girls. We foster a strong sense of home and belonging through inter-House activities and competitions. The



most popular, and sought-after House cups are House Drama and House Music with further opportunities to compete for Inter-House Football, Netball, Basketball, Hockey and the Sports Day focused on athletics. Competition for the Cock House Cup, awarded for the highest points for academic, co-curricular, community and kindness over the year, is intense and good-spirited.

We encourage Sixth Form pupils to take on responsibility and leadership roles, contributing to areas of School life that suit their strengths and offer a new challenge.

In addition to the key roles of Prefect, Head of House and Head of School, we also encourage Sixth Formers

to become Careers Ambassadors, Subject Specialists, Editors of the School's on-line publication such as *House*, to coach and guide younger pupils in sports teams and as directors of Drama and Music.

For King Edward's staff, the greatest satisfaction comes from knowing pupils well, and supporting everyone to embrace all the opportunities a boarding school life offers, and not least, seeing men and women leave the School with the academic results, strength of character, curiosity and a thirst for knowledge and discovery that will help them reach for their dreams.

International Baccalaureate (IB)

The IB offers a world-class education designed to keep pupils' options open and to stimulate a genuine engagement with learning and our global society.



The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage pupils across the world to become active, compassionate and lifelong learners who understand multiple perspectives and viewpoints.

Why chose the International Baccalaureate?

One of the reasons universities place a high value on the Diploma is thanks to the swift adjustment that IB pupils make to higher education.

Assessments take place in the final year of the Diploma, in the Upper Sixth. One of the IB's stated aims is to educate pupils to become 'critical thinkers, lifelong

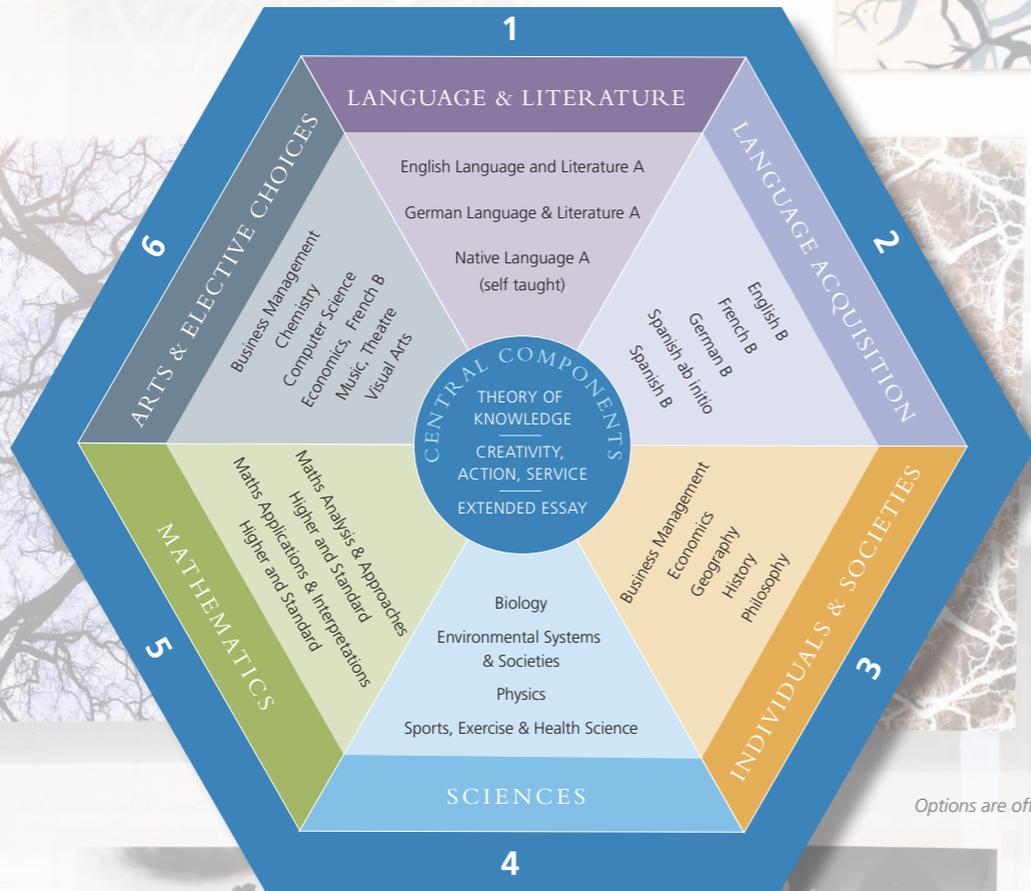
learners and informed participants in local and world affairs'. To that end, the two-year IB Diploma has at its heart three central themes: Theory of Knowledge, The Extended Essay and CAS: Creativity, Action and Service. Around this core, pupils select a flexible range of academic subjects through which their specific talents can be developed alongside a broader knowledge base.

2019 IB Results

"Every pupil passed the stringent requirements, with an average score of 34.7 points, well outstripping the worldwide average for IB pupils of 30 points out of a possible 45. 56% of individual subject grades were 7 or 6 – the equivalent to A-level A* and A, which, when it is considered that candidates study six subjects rather than three or four, is an outstanding achievement".

ZEBBA CLARKE, DEPUTY HEAD ACADEMIC





Options are offered subject to demand.

IB course structure

Pupils choose six subjects. One must be selected from each Group 1-5 and one further subject from Elective Choices available in Group 6.

This allows students to combine strategic choices to play to their strengths. Scientists may choose one Group 4 subject and either Chemistry or Computer Science. Linguists may opt for a Group 2 language and French B in Group 6, whilst social scientists can combine a range of humanities with either business or economics.

Over the two years of the course, three subjects are studied in depth at Higher Level (HL), while the remaining three subjects are studied at Standard Level (SL).



Central Components

All Pupils study the Central Components: Theory of Knowledge (ToK), Creativity, Action, Service (CAS) and write an Extended Essay (EE).

Theory of Knowledge (ToK)

Theory of Knowledge challenges pupils to reflect critically on diverse ways of knowing; to question the bases of knowledge; to be aware of subjective and ideological biases and to analyse evidence expressed in rational argument.

ToK is central to the educational philosophy of the IB programme, intended to stimulate critical reflection on the knowledge and experience gained within and beyond the classroom.



Creativity, Action and Service (CAS)

Lying at the heart of the programme, CAS is one of the core elements of the Diploma and requires involvement in a range of activities alongside academic study.

CAS has three strands:

Creativity: Arts and other activities that involve creative thinking, such as music, drama or debating, creative writing, film-making or sculpture.

Action: Physical activity contributing to a healthy lifestyle - on the games field, in the dance studio, or the sports hall.

Service: In unpaid, voluntary exchange with members of the immediate or wider community that has a learning benefit for the pupil and brings a tangible improvement to the life of the recipient.

CAS enables pupils to develop personal and interpersonal skills through experiential learning. It offers an important counterbalance to the academic pressures of the IB. A good CAS programme should be challenging and enjoyable, a personal journey of self-discovery. Each pupil has a different starting point, different goals and needs but, for many, CAS activities include experiences that are profound and life changing.

Extended Essay

IB pupils are required to research a topic around a special interest area and produce an essay of up to 4,000 words. The emphasis is on an independent piece of work, although staff are on hand to mentor and supervise. An excellent exercise in research and writing skills which provides invaluable preparation for university.



Language & Literature

English Language and Literature A

The combined Language and Literature course is designed for pupils with a high level of competence in English and can be studied at Higher or Standard Level, so pupils can study language, texts and culture and develop analysis skills. The course covers the study and analysis of a range of media: political speeches, polemical journalism, advertising and film and television presentation.

Pupils study a range of English texts from those they encounter everyday (short stories, speeches, cartoons, advertisements and news reports). They learn how English language is used in different texts, and how language and style affect the presentation of theme and topic. Once they are familiar with style and language, pupils are required to write tasks relating to the course content, in an appropriate register and style.

This course is a good preparation for the functional and analytical use of language in any discipline at university.

German Language and Literature A

For pupils with a high level of competence in German, this course may be studied at Higher or Standard Level. The course aims to:

- Introduce a range of literary and non-literary texts from different periods, styles and genres
- Develop an ability to engage in detailed analysis of individual texts and make relevant connections
- Develop powers of expression in oral and written communication
- Encourage recognition of the importance of the contexts in which texts are written and received
- Encourage an appreciation of formal, stylistic and aesthetic qualities of texts, and how different cultural perspectives build meaning

- Encourage critical thinking about the different interactions between texts, audience and purpose.

Native Language A

Self-taught

The IB encourages pupils to extend their understanding and appreciation of their own culture, as well as developing a global perspective. Pupils whose mother tongue is not English or German can opt to follow a self-taught programme, which includes literary texts in the pupil's own language, both from their own culture and from world literature. Independent study is supported with lessons to develop critical and analytical skills. This course is available at Standard Level.

King Edward's English Department staff provide supervision and support to all pupils studying a Native Language. However, pupils will need to engage an independent tutor to assess their progress.



Language Acquisition

Language B English/ French/German/Spanish

Study of a foreign or classical language is compulsory for the IB Diploma. The Language B course is designed for pupils with previous experience of the language. It can be taken at Standard and Higher Level. Pupils explore the core topics of Communication and Media, Global Issues and Social Relationships with two option topics from Cultural Diversity, Customs and Traditions, Health, Leisure and Science and Technology.

At Higher Level, pupils study two literary works in the target language to develop their linguistic and cultural knowledge. The aim is to expose pupils to French/German/Spanish life, helping them recognise and reproduce authentic written and spoken language. We also offer English B for those pupils studying German A or the Native Language A courses.

Language ab initio Spanish

The ab initio course is part of the Group 2 second language and offers the opportunity to study a new foreign language. It is for pupils who have little or no previous experience of the language. The focus is on language acquisition for everyday social interaction, developing linguistic skills and an awareness of the cultures using the language.

This course is available at Standard level.



Individuals & Societies

Business & Management

Business and Management is an integrated subject that examines business decision-making processes including how they impact on and are affected by internal and external groups. It explores how these parties interact, how resources transform and develops an understanding of business theory, as well as an ability to apply business principles, practices and skills. Emphasis is placed on strategic decision-making and the operational functions of

marketing, production, human resource management and finance. Links between topics are central to promote a holistic view of business activity. The implications of business activity in a global market is studied, giving pupils an international perspective. Appreciation of cultural diversity is promoted through topics like international marketing, human resource management, growth and business strategy. The course encourages an appreciation of ethical concerns and issues of responsibility.



Economics

Economics is concerned with key issues including globalisation, pollution and poverty. It is essentially about choice: why different sorts of people and groups of people (such as governments) have to make choices and the consequences of those choices. Pupils learn how an efficient economy and markets in the economy should work, when market failure occurs and how governments can improve economic performance. Studying Economics develops an ability to think logically, assess arguments and communicate clearly. The course is split into four areas: Microeconomics, Macroeconomics, International Economics and Development Economics.

Geography

The course covers a wide range of geographical skills across core and optional topics. These include environments and their management, ecosystems, climatic hazards and change, globalisation, settlement, leisure and tourism, rivers and coasts, socio-cultural exchanges and sustainability issues. Standard and Higher Levels involve course work based on original field-work.



History

History encourages an understanding of the present through critical reflection upon the past, developing awareness of the impact of historical development at national and international level. Pupils build research skills as well as confidence and independence in sourcing and selecting evidence, learning to recognise its subjective nature. Pupils learn to identify, explain and analyse causes and consequences and to compare and contrast developments over time. Pupils become increasingly sophisticated in oral and written communication. The course explores 20th century world history: at Standard Level, topics may include the development of single party states such as Fascist Italy and Cuba, the development and end of the Cold War, Communism in Crisis 1976-1989 or International Relations 1919-39. At Higher Level pupils focus on analysis of a region from the Americas, Africa, Asia, Europe or the Middle East.

Philosophy

Philosophy deals with every dimension of human life and can raise questions in any field of study or endeavour. It provides excellent preparation for professional training in fields as diverse as Law, Management and Medicine, as well as for careers and studies that require critical, reflective and constructive thinking.

Philosophy pupils develop independent thought, character, self understanding and the ability to reflect on diverse knowledge claims and contemporary issues with understanding. They have valued skills in comprehension and interpretation, analyses, critical and reflective reasoning, proficiency in evaluation, openness to new ideas and improved skills in extended written work and spoken presentation.

Pupils explore such questions as:
 Can everything be doubted, or are there certain things that we can be sure of?
 Is your mind separate from your body or just a product of biological processes?
 Where does the concept of goodness come from?
 Is the existence of God a matter of faith or can it be proven?



Sciences

See Elective Choices Group 6 for Chemistry and Computer Science



The future of society will rely on the development of technologies to answer the pressing issues currently facing us. We need business people with the acumen to take innovative ideas to the market and an informed population who will direct their political leaders. Science is not only exciting for those wanting to pursue a science career, it is for anyone who will benefit from these technologies.

Biology

Biology allows an understanding of basic principles and the development

of knowledge on topical subjects such as the therapeutic use of stem cells and genetic technology. School laboratory facilities and extensive fields and woodlands enable empirical learning, with a strong emphasis on practical experience. Our geographical location allows access to Surrey University lectures and library, the coast, Wisley Horticultural Gardens, The Millennium Seed Bank and more. The four fundamental concepts that run through the course are: structure and function, diversity versus universality, equilibrium within systems and evolution.



Environmental Systems and Societies

This interdisciplinary course explores the structure and function of environmental systems and the impact of human society on the environment. Pupils conduct research and investigate the environment, blending scientific enquiry with ethics and philosophy to measure and evaluate human impact. Examining topics covering ecological activity, biodiversity, conservation, water supply, food production, atmospheric systems, climate change, energy use and sustainability.

The course equips pupils to engage knowledgeably on environmental issues, to appreciate the correlation between the environment and human activity, and to consider innovative solutions to the issues. There are two examinations, one based on a case study, the second a blend of short questions, essay-style responses, and a practical individual investigation of data collection and analysis. This course is a Standard Level course only.

Physics

Physics is the most fundamental of all the experimental sciences. It seeks to explain the nature of the universe, from quarks to galaxies. From Newtonian mechanics to general relativity and quantum mechanics, the course examines a range of both classical and modern areas of Physics. Alongside the theoretical aspects however, pupils will be challenged by moral and ethical questions which directly affect our daily lives. Social, economic and environmental concerns with existing and new technologies are at the forefront of the issues facing the global community. Pupils will study these at King Edward's, supported by significant ICT facilities and numerous external lectures.

Over-arching all this is the fact that Physics is a human activity. Examining the historical development of the science can aid us in our understanding and the choices we make today.

Sports, Exercise and Health Science

The IB course in Sports, Exercise and Health Science is a new course and King Edward's is one of the first schools in the world to offer this. There is no award for practical excellence, but the teaching methods adopted will include a number of practical activities such as fitness testing, skills based experiments and physical aptitude tests. The curriculum covers topics such as anatomy, physiology, energy systems, neuromuscular function and skill analysis. There are options to study sport psychology, health and nutrition. There is a large amount of project work which includes data collection and statistical analysis. The excellent facilities at King Edward's allow for an appropriate balance between practical and theoretical methods of teaching and learning.

Mathematics

An important, fundamental subject and an asset to any pupil's qualifications, Mathematics provides a key to understanding the world in which we live. The skills learnt while studying Maths are widely applicable to many courses of study and to a variety of career paths. The four courses offer a range of accessible options to pupils of all mathematical abilities.

The strongest Sixth Form Maths pupils are encouraged to enter the UKMT Senior Mathematics Challenge and the department strives to enhance the course through off-site visits and by promoting wider reading.

Four Maths courses are available and it is essential that pupils consider carefully before choosing:

Maths Analysis & Approaches is for pupils who wish to pursue mathematical study at university; it is for pupils who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

Maths Applications & Interpretations

is for pupils who enjoy describing the real world and solving problems using Mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of Mathematics.

Both Maths A&A and A&I will be offered at Higher and at Standard Level, and within each subject the Standard Level course will be a subset of the Higher level course.

Arts and Elective Choices

Business Management, Economics and French B, see previous pages for course descriptions.

Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is a prerequisite for many courses in Higher Education, such as Medicine, Biological Science and Environmental Science, and serves as useful preparation for employment.

The Diploma Programme Chemistry course includes the essential principles of the subject but also allows teachers some flexibility to tailor the course to meet the needs of their pupils.

Computer Science

"Computer Science is no more about computers than astronomy is about telescopes." Edsger Dijkstra.

With continual advances in technology, the only certainty is that in the future we will use computers in ways that currently cannot be imagined.

The IB Diploma Computer Science course develops logical, critical and creative thinking skills in order to solve problems using computers. 30% (Standard Level) or 20% (Higher Level) of the marks are obtained from the dossier project, involving solving a real problem using Java programming. This course work is also used to continually reinforce the problem solving strategies that will be needed for the examination.

The Computer Science Standard Level course focuses on software development, computer systems and the relationship between computing systems and society.



For Higher Level, additional topics include computer mathematics and logic, advanced data structures and algorithms and file organisation. No previous knowledge of Computer Science is required. However an interest in Computing and Mathematics is recommended. All software required for the course can be freely downloaded from the web.

Music

Vibrant musical education fosters curiosity and openness to different musical worlds. Through the study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures, we explore the similarities, differences and links in music from within our own culture and that of others over time. Informed and active musical engagement allows us to discover relationships between

human experience and specific sound combinations and technologies, thus informing us more fully of the world around us and the nature of humanity.

The course develops musical knowledge and potential, both personally and collaboratively. It provides an appropriate foundation for further study in Music at university, or careers in Music. Prior music experience is not mandatory, but highly recommended.

Theatre

The course emphasises the importance of working individually and as a member of an ensemble. Pupils are encouraged to develop the organisational and technical skills needed to express themselves creatively. The difference between Higher Level and Standard Level is not in course content but in the depth to

which the independent investigation of theatre research and practical exploration is conducted. There will be a definite balance between practical and academic theoretical study. The course will be devised and tailored to pupils' needs by King Edward's teachers.

Visual Arts

Creativity is one of man's unique qualities. From prehistoric hand prints on cave walls to the Mona Lisa, the Sistine Chapel ceiling to an unmade bed, no other animal behaves in this way. Study and production of Visual Arts is central to developing capable, inquiring and knowledgeable young people and encourages pupils to locate their ideas within international contexts. The course encourages an active exploration of Visual Arts within the pupils' own and other cultures' contexts and encourages respect for cultural and aesthetic differences and promotes creative thinking and problem solving.



A
LEVEL

COURSE SUBJECTS

A-level subjects

Art & Design

Biology

Business Studies

Chemistry

Classical Civilisation

Design Technology

Economics

English Literature

Geography

History

Latin

Maths

Further Maths

Music

Philosophy

Physics

King Edward's offers the A-level the subjects listed on the left, from which pupils select three (or four if they take Maths and Further Maths). Pupils who wish to increase their breadth of study may choose a fourth subject from the Standard Level IB subjects in Elective Choices Group 6 (see page 8).

Art & Design

This two year course provides pupils with opportunities to develop personal responses to ideas, experiences, environments and cultures in practical, critical and contextual forms. Offering a combination of course work, two externally set assignments and personal investigation, this course covers aspects of design, from graphic communication, textile and three dimensional design to photography, fine art and art, craft and design. Pupils develop skills, techniques, knowledge and understanding in their chosen areas, working with a broad array of different media, as well as building intellectual and creative skills and independence of mind.

This course is particularly suitable for pupils who wish to study Art & Design or related subjects at a more sophisticated level with the possible aim of developing a career in the arts.

Biology

Split into six modules, this new and exciting course enables pupils to study Biology using a context-based approach, with embedded practical skills. Planning, implementing, analysis and evaluation underpin the subjects studied which include the foundations of Biology: cell structure, division, diversity and organisation; molecules, nucleotides and nucleic acids, enzymes and biological membranes.

Specific modules focus upon exchange and transport, biodiversity, evolution and disease, communications, homeostasis and energy, and finally genetics, evolution and ecosystems.

Extension options

Pupils can complement their subject studies with Theory of Knowledge lessons; they can also take the Extended Essay option to support their university application.



Business Studies

Studying the internal functions of contemporary business organisations, this course looks at the dynamic external operating environment faced by businesses, and reviews some of the major topical issues that can generate change. Different stakeholder perspectives are studied as pupils learn how businesses respond to change.

The skills acquired include the manipulation and interpretation of data, presenting arguments with substantiated evidence, problem solving using appropriate business methods and tools, and applied research skills, including an ability to challenge assumptions using up-to-date evidence.

For pupils seeking to start their own business or generate business ideas, this is an essential course.

Chemistry

Pupils study Chemistry in a range of different contexts, conveying the excitement of contemporary chemistry. Ideas are introduced in a spiral way with topics introduced in an early part of the course being reinforced later.

With a focus on developing practical skills, this six-module course covers the breadth and depth of Chemistry grouped under three papers: the periodic table, elements and physical chemistry; synthesis and analytical techniques, and unified chemistry. Modules 1-2 focus on planning, implementing, analysis and evaluation, and the foundations in Chemistry such as atoms, compounds, molecules and equations; amount of substance; acid-base and redox reactions and electrons, bonding and structures. Modules 3-6 look at the periodic table and energy, core organic chemistry, physical chemistry and transition elements and finally organic chemistry and analysis.

Chemistry is a core subject for pupils who go on to study Medicine, Veterinary Science and many other degrees.

Classical Civilisation

This is an exciting opportunity to study epics and plays that are the foundation of European culture: pupils explore the universal impact and continuing relevance of poems such as The Iliad and plays by Aeschylus and Sophocles. The course places these texts in a cultural context, reflects on the concept of the hero, their journey and the underlying philosophies that shaped these masterpieces.



Course information is provided as a guide. Exact curriculum content may change.



The course raises questions that enrich and expand horizons, such as the fascination with honour, the links between Ancient Greece and today, and why nations and individuals engage in war. The Classical literary tradition shapes popular culture to this very day – this course offers pupils the chance to understand how and why this has been such an influential element in shaping Western thought.

Design Technology

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. You will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put your learning in to practice by producing products of your choice. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers. Whilst it helps to have studied this subject in the past, it is not essential. An interest in the man-made world around you is though! The practical application of technical principles, designing and making principles is reinforced through a substantial design and make project, which forms 50% of the assessment.

Economics

This course covers both macro and micro economics, looking at how companies and the wider economy work, the influences on it and the effects of change.

Year one reviews how individuals, organisations and societies have to make choices, competition, how markets fail and government intervention. National and international economies are reviewed, covering supply and demand, economic performance indicators and the application of macroeconomic policy.

In year two, the economics of work and leisure are covered – labour demand, supply and wages, government and unions, transport and trends. Finally the global economy, including trade and integration, development and sustainability and globalisation concludes this fascinating two year introduction.

English Literature

Pupils will read widely and engage critically and creatively with a substantial body of literary texts.

They develop their knowledge of analysis and evaluation, and explore the contexts of the studied text, as well as understand the changing traditions of English Literature Prescribed texts enable the study of drama, prose and poetry. One Shakespearean play is covered plus a second chosen from a range of writers. Prose texts require the study of two writers with at least one from pre 1900, such as Henry James, Charles Dickens and HG Wells. Poetry covers

the Medieval period, metaphysical poetry and the Romantic and Victorian periods as well as anthologies post 1900.

Candidates are also required to write up to 3,000 words comparing at least two complete texts.

Geography

Geography is inherently multidisciplinary in a world that increasingly values people who can work across both physical and social sciences. This course develops data analysis skills and an understanding of geographic information systems. Pupils learn to turn maps showing a country's physical contours into a tool that illustrates social attributes or attitudes. In other words, not just where, but how people live, what they think and how they vote. They learn about the physics of climate change, the interaction of weather events and how behaviours are influenced by the spaces in which people live.

Geography is a broad-based subject that combines well with arts and science subjects. It fits well into a wide range of future progression options in careers and at university.

The course covers Tectonic Processes and Hazards, Landscapes Systems, Processes and Change, Globalisation, Shaping Places, The Water Cycle and Water Insecurity, The Carbon Cycle and Energy Security, Climate Change Futures, Superpowers and finally Global Development and Connections.

The course is assessed through two examinations and an individual project.

History

This course comprises both a 'depth' and 'breadth' study component as well as a personal investigation. Pupils study the history of more than one country - at least 20% of the A-level is based on British history. Pupils also study topics from a chronological range of at least 200 years. Given these criteria we offer the following options:

Breadth of study: The Tudors: England, 1485-1603. This includes investigations that focus on how effectively the Tudors developed the powers of the monarchy; how serious a threat was posed by rebellion and the roles of key individuals (such as the monarchs themselves).

Depth study: Revolution and Dictatorship - Russia and the Soviet Union, 1917-1953. This unit extends work studied at IGCSE by examining not only the Russian Revolution of 1917 but the rule of Stalin and the involvement of the Soviet Union in WWII.

Latin

The Classical Languages course introduces pupils to the language, literature and culture of ancient Greece and Rome, civilisations that have played a vital part in shaping modern society and language. Classical languages are versatile and finely structured and a core component of the course is the study of surviving texts in the original language - linguistic skills lie at the heart of the course. To broaden knowledge of classical literature, additional texts are set for



Course information is provided as a guide. Exact curriculum content may change.

translation, but the foundation remains linguistic. Through studying classical languages in their cultural context, pupils learn that culture and language are symbiotic.

Maths

To develop pupils' understanding of mathematical processes, ability to reason logically and use mathematics as an effective means of communication, the four core modules of the course cover algebra, geometry, differentiation, integration, trigonometry, exponentials and logarithms, numerical methods, sequences and series and vectors. Pupils are encouraged to build an awareness of the relevance of mathematics in other fields of study, in the world of work and in society.

Further Maths

The Further Maths A-level builds on the core Maths curriculum with units including series, complex numbers, matrix algebra, proof, inequalities, first and second order differential equations, Maclaurin and Taylor series, hyperbolic functions and further coordinate systems.

Music

Music at this level enables pupils to explore and develop a deeper understanding of this art form, as performers, composers and listeners. Appraising, composing and performing at its heart, the course includes vocal, instrumental, film, popular, fusion and 'new directions'



genres, leading to an examination accounting for 40% of the total mark. Portfolios in composition (two pieces) and performance (six to eight minutes) are course work and account for the remainder.

Pupils are encouraged to explore as many different areas of music as possible, with the aim of giving them the freedom to present balanced programmes they have designed as well as explore genres of particular interest. Performance standard is equal to Grade 5 or 6.

Philosophy

Our aim is to inspire students to engage with topical issues in ethics and philosophy and to acquire a critical way of thinking that is relevant to learners in the 21st century.

Students are provided with the exciting opportunity to gain a deeper understanding of religious thought, and explore philosophy and ethics. The Russell Group of top universities endorses both Religious Studies or Philosophy A-levels as providing 'suitable preparation for university generally'. The skill base for examination is critical and evaluative essay writing and this will prepare you for the world of work where you will have to problem solve, make choices and write to a tight deadline.

Physics

This six unit course develops an appreciation of the link between theory and experiment, including:

- Understanding of how physics is used in society today, acknowledging the importance of physics as a human endeavour which has historical, social, philosophical, economic and technological connections;
- The quantitative nature of physics and how mathematical expressions relate to physical principles.

Modules covered include physics in communication and designer materials; experimentation and data handling (quantum behaviour, space, time motion); physics in practice (quality of measurement); the rise and fall of the clockwork universe (models, rules and matter in extremes); field and particle pictures and practical investigation/research.



PRE
SIXTH
FORM

ONE YEAR COURSE

Pre-Sixth one year GCSE programme

The Pre-Sixth year is a terrific way to prepare for the challenges and rewards of a full Sixth Form programme.

Pre-Sixth gives pupils, aged 15-16, a taste of boarding life, improve their level of spoken and written English and enjoy cultural trips around the UK, including Oxford, Cambridge and London. Living in Houses, our Pre-Sixth pupils are fully integrated with their peers and build deep friendships.

This Academic Pathway

For boys and girls with a good level of English and a desire to achieve at least five IGCSE qualifications. Pupils sit IGCSE exams in English Language, Mathematics, a modern foreign language (MFL) or Latin, Physics and Economics.

This Creative Pathway

For pupils who do not necessarily need to sit IGCSE qualifications but wish to enjoy a varied course. Pupils

take either English IGCSE or B2 First Certificate, depending on their level of English proficiency. Everyone studies Mathematics to secure the option of a further education in the UK, and a foreign language. Geography, History, and Design Technology are taught but not formally examined. There are options to take GCSE qualifications in Photography and Drama.

This Scientific Pathway

For pupils with a high level of interest in science and ICT. Pupils take either English IGCSE or B2 First Certificate, depending on their level of English proficiency. They also take Mathematics and Physics, with an option to take a further GCSE in Computer Science.



English Language

English Language

Promoting knowledge of English language and literature, leading to an understanding of the literary uses of language and the human and spiritual dimensions of literary texts. Pupils analyse, discuss and comment upon novels, poetry and drama as well as evaluate and learn to use the English language to argue, persuade, instruct and describe. This course is good preparation for IB English and is a publicly examined (I)GCSE course (essential for UK university entrance).

Pupils use stimulating topics relevant to other subjects studied and pupils' interests.

In preparation for the Sixth Form, emphasis is given to reading increasingly complex texts to prepare for the level of reading comprehension required, as well as developing a mature writing style and writing in different genres and styles. Pupils develop their research and presentation skills and explore literature through the study of poetry, drama and prose. Pupils undertake preparation for the Cambridge B2 First qualification. This examination is aimed at pupils at Level B2 of the Council of Europe's Common European Framework. It consists of papers in reading, writing, listening and speaking.

English as an Additional Language

This course complements the English Language course as it is aimed at improving language skills of non-native speakers of English. It offers a systematic development of the four skills of language acquisition: reading, listening, writing and speaking.

Maths

IGCSE

The level of study is Higher and covers topics in the following areas: numbers and algebra; equations, formulae and identities; sequences, functions and graphs; geometry; vectors and transformations; statistics. The course is examined in May and the final grade is based on the marks gained by completing two 2-hour papers.

Our most able Pre-Sixth pupils are invited to sit for the Additional Maths option.



Science

Providing a sound grounding in Biology, Chemistry and Physics, importance is attached to the knowledge, skills and understanding of how Science works in the world at large as well as in the laboratory, set in the context of knowing and understanding a body of scientific facts.

Summary of course content

- The thinking behind the doing
- Fundamental ideas
- Observation as a stimulus to investigation
- Conclusion and evaluation of experimental data and methods.

Preparation for Science Investigations

- Experiment design including establishing research questions and identifying relevant variables
- Data collection, statistical processing and graphical presentation
- Conclusion, with evaluation of experimental data and methods.

Pupils can work collaboratively across the Science disciplines in a project similar to the IB 'Group 4 Project'.

Biology

- What are animals and plants built from
- How dissolved substances get in and out of cells
- How plants obtain food
- Waste material produced by plants and animals
- Enzymes and their functions
- How our bodies keep internal conditions constant
- Which human characteristics show a simple pattern of inheritance.

Chemistry

- How sub-atomic particles help us to understand the structure of substances
- How structures influence the properties and uses of substances
- How we control the rates of chemical reactions and how they release energy
- How we use ions in solutions.

Physics

- Describing the way things move
- How we speed up/slow things down
- What is momentum?
- Mains electricity and its safe use
- Electrical appliance power
- Radioactive substances life cycle
- Nuclear fission and nuclear fusion.

There is the possibility of taking (I)GCSE Physics. However if selected, pupils will not be able to take Design Technology.



Languages

Pupils can choose between French, German, Spanish or Latin. The course prepares them to use the language for practical communication and to continue with further study of the language in the Sixth Form.

The French, German and Spanish courses cover four themes: my world; holiday time and travel; work and lifestyle; young people in society.

Pupils study a range of topics including home life, leisure, shopping, education, careers and future plans, social issues, tourism and healthy living. They are also taught about the culture of their chosen country.

The course enables pupils to advance listening, speaking, reading and writing skills. Activities are varied and fun and include the use of a range of resources such as DVDs, ICT, authentic materials, YouTube, magazines and newspapers.

Pupils can enter for (I)GCSE at either Foundation or Higher tiers in each skill. A combination of tiers is possible to help pupils achieve the best possible results.

These courses are unsuitable for beginners or native speakers of the language.

Latin

Designed for those who have at least two years' experience of Latin, (it is unsuitable for beginners), the course:

- Develops language skills with an analytical approach.
- Encourages a thoughtful, personal response to Roman literature.



- Investigates themes of the classical world to encourage independent learners and reflective thinkers.

- Builds understanding of select aspects of the classical world including an awareness of its influence.

This course can be taken simply to develop language skills. It is also possible to take a short (I)GCSE examination, worth half of a full (I)GCSE, or the full (I)GCSE depending on previous experience and progress during the course.

This course will provide an excellent preparation for anyone who is interested in continuing with Latin as part of the IB course, but it will also be a worthwhile, interesting experience in itself.

Beginners' Latin

The course aims to:

- Develop language skills with an analytical approach.
- Encourage a thoughtful, personal response to the material studied from Roman Life.
- Increase awareness of Latin as a basis for modern languages, making connections in vocabulary and grammar.

Pupils study Beginners' Latin using specific materials that have been developed in the School to enable rapid progress towards an awareness of the way in which the Latin language is structured. Much use is made of technology as all course materials are online.

Humanities



Geography

Geography is, in the broadest sense, an education for life and for living. Whether through formal learning or experiencing fieldwork and expeditions, Geography helps us all to be socially and environmentally sensitive, informed and responsible people.

The Pre-Sixth Form course is broad, encompassing studies of our local environment and the world around us. Content and skills gained over the year set the foundation for the Sixth Form. There are many opportunities for practical geography, and we will complete an investigation in the Summer Term.

Topics studied include settlement, the restless earth, population change over time and space, climate and trade, aid and globalisation.

Geography is a non-examined course.

History

Major events in the history of Britain are studied including the Norman invasion and the Tudors. Pupils undertake a personal enquiry on a topic of their choice which mirrors the skills required by the Extended Essay at Sixth Form level. Time is devoted to researching the history of the School and creating an exhibition of findings. Pupils also get the chance to teach others about an aspect of the history of their own country.

To supplement classroom lessons, visits to places such as Hampton Court Palace are often undertaken.

History is a non-examined course.

Economics

Providing a useful basis for the study of Economics in the Sixth Form, the course introduces the key issues and skills involved in running small businesses and enterprises. The principles of economic understanding are broached, providing a broad national and international perspective on the subject and an appreciation of the range of perspectives of different stakeholders.

This course will lead to an (I)GCSE qualification.



Design Technology

Offering a perspective of design and manufacture.

This practical course gives pupils a variety of problem solving tasks to gain experience of using different materials to design and make products. Pupils complete several projects so they work with a broad range of materials and processes. Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) are used to help projects.

Pupils learn basic practical skills required for entry onto the Design Technology course within the IB Diploma Experimental Sciences group.

Pupils are introduced to the School intranet, how to use a laptop and the IT resources. Depending on ability, skills are taught in Microsoft Office to ensure that they have the necessary ICT knowledge for the Sixth Form.

DT is a non-examined course.



Visual Arts

Designed to equip pupils with the essential skills required for entry to the Sixth Form, the two main learning outcomes are studio skills and investigation.

Studio Skills gives pupils the opportunity to learn how to manipulate different materials through a process of hands-on experimentation, using a variety of techniques and working processes. The main disciplines are print making, painting, drawing, sculpture and mixed media.

Investigation enables pupils to ask challenging questions about their socio-cultural environment, developing a strong sense of their own identity and culture and to gain an empathy and appreciation of other cultures.

Pupils learn to understand how they learn best and are encouraged to make artworks to display their own ideas. Emphasis is on self-assessment

and peer assessment through group discussions, analysis and reflection. Visits to exhibitions are integral to the course experience.

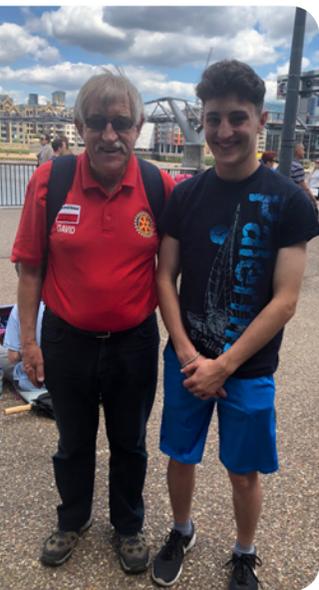


Life at King Edward's

King Edward's is a Christian School welcoming all cultures, religions and those of no faith. Our Christian values and principles are an influence in developing our pupils' strong sense of moral and spiritual awareness. Regular Chapel services form part of the School week bringing the School community together and are times to reflect on oneself and others.

Generosity of spirit is a core value. All pupils are encouraged to get involved in charitable work, whether as part of their IB CAS component, the Duke of Edinburgh Awards, a School charity day or for a personal experience that's driven a desire to raise money for a charity close to their heart. The School is proud to be licensed as an Independent Operating Authority of the Duke of Edinburgh Award Scheme offering all levels – Bronze, Silver and Gold. The Gold Award is very much a Sixth Form pursuit and is highly valued by universities and employers. Previous experience, although welcomed, is not necessary.

For more details visit the Duke of Edinburgh website www.dofe.org



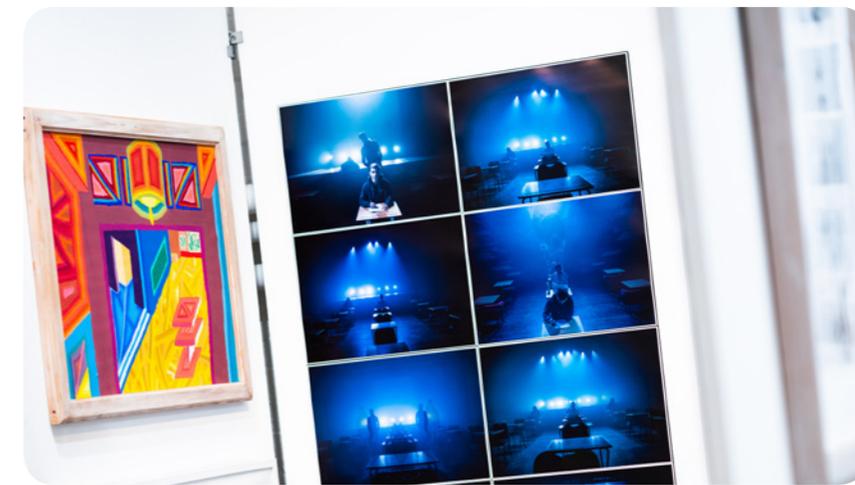
Co-curricular

King Edward's has a vibrant Art Department and is committed to inclusivity, upholding the philosophy that every individual possesses important abilities and skills worthy of development within this subject.

We have specialist art staff in the Art Department including an artist-in-residence, and offer a range of art courses to suit all interests and levels of ability. Whether taking Art as an academic subject or joining in Art Club activities, boys and girls can engage in everything from drawing and painting to photography and digital image manipulation.

Weekend workshops in specific areas, such as tie dye, fashion drawing and illustration, offer an opportunity for all pupils to try new techniques and art forms.

The Art Department boasts spacious, light rooms, a ceramics room, printmaking studio, photography darkroom, library and ICT resource room, and takes the opportunity throughout the year for outdoor inspiration in the School's landscapes and woodlands. The art studios are open through the day and at weekends, so pupils can develop their work in their free time.



Drama

Everyone at King Edward's is encouraged to become involved in Drama and Theatre, either as a performer, theatre maker, director, designer or a member of the audience. Our inclusive approach means we welcome all pupils to take part in our co-curricular drama programme, regardless of their subject option choices or previous theatrical experience. The annual inter-House Drama Cup is open to all and is guaranteed fun, whether performing, costume designing or supporting in the audience. Regular provincial and London theatre trips are open to all.



Music



Music plays a significant part in the life of the School. The Music Department is staffed by full-time specialists and visiting instrumental and singing teachers. Facilities are centred around the purpose-built Countess of Munster music school and include a recital room, an extensive suite of teaching and practice rooms and Music Technology and recording spaces. In addition, there is a comprehensive library of recordings, scores, reading and reference books.

There are many opportunities for pupils to involve themselves in music-making which include the Chapel Choir as well as smaller vocal groups specialising in different genres. Chapel Choir regularly sings Evensong in Cathedrals and events in the City of London and beyond.

For instrumentalists there is the Orchestra as well as specialist ensembles for strings, wind, brass, classical and electric guitar and rock bands, some coached by staff,



others organised by pupils. There is a carefully structured set of performance opportunities for pupils of all abilities and aspirations, ranging from small scale, informal showcase concerts, workshops and master classes to the formal termly School concerts.

There are also various annual instrumental and vocal competitions for which important school prizes are awarded, with inspiration gained from regular trips to concerts and opera in London and locally, and tours abroad, with recent Choir visits to Venice and Rome.

Sport and outdoor pursuits

Extensive facilities include an astro turf pitch, four badminton courts, two cricket nets, indoor netball, tennis, hockey and a basketball court. The Sports Centre has a cardiovascular suite, weights room and swimming pool; there are also three squash courts and five netball courts. Pupils develop their interests in the major and minor sports within and outside the curriculum.



All forms of sport build character, help develop a healthy competitive spirit and contribute to fitness and wellbeing in both body and mind. King Edward's encourages all boys and girls to compete to the best of their ability whether in the School's first team, a county or National team, in pursuit of an individual sporting success or simply for fun.

All pupils are involved in physical exercise as part of their School week. Boys' and girls' sports teams enjoy regular fixtures appropriate to the season against other schools.

Pupils further develop their sporting interests and talents through inter-House matches and the many and varied extracurricular sporting Clubs and Societies from the



"Sport at King Edward's is about finding and pursuing what you enjoy so you can excel to the best of your ability as part of a happy, healthy lifestyle. Pupils are able to take on the academic, co-curricular opportunities and responsibilities School life in the Sixth Form presents."

more usual basketball, badminton, hockey, football, golf to less usual kick boxing, rock climbing and scuba diving. Trips to watch professional sport, for example tennis at Wimbledon, football in Portsmouth, inspire an interest and participation in sport irrespective on ability.

Set within our 100-acre site, offering easy access for all, sports facilities include a Sports Centre which houses a Fitness Suite, swimming pool and Sports Hall for badminton, cricket, hockey netball, basketball and many more activities. Three squash courts are nearby the Sports Centre. Outdoors there is an Astro turf pitch, tennis and netball courts, football, rugby and cricket pitches, a sports' pavilion and athletics tracks, and a broad range of activities are set up in the grounds during the summer term.



Fuelling futures

An important part of Sixth Form life is deciding where to go after School, and each pupil's pastoral team will provide individual and specialised careers advice. Pupils will be supported and inspired by the expert advice they are given.

Pupils attend events ranging from focused educational talks or tours to inspirational speakers on topics such as workplace opportunities, mental well-being, motivation. Visits to UCAS and careers fairs are part of the mix and supported back at School with presentations from Alumni where Sixth Form pupils can tap into Old Witleians' experiences, advice and contacts.

We believe our leadership and pastoral support help our pupils make informed decisions about their future.





King Edward's

WITLEY

For further information contact Admissions, King Edward's Witley, Godalming, Surrey GU8 5SG

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