



Sixth Form Prospectus King Solomon High School 2010

- THE SUGAR CAMPUS
- THE AMSTRAD WING
- THE DENNIS WING
- THE OSEN WING
- THE RONSON WING
- THE SCHALLER WING
- THE SUGAR WING



This Sixth Form Prospectus

is designed to give you an accurate and appealing insight into the life and work of the Sixth Form at King Solomon High School.

The very high standards of teaching, combined with quality pastoral care in which each student receives individual attention, supports our assertion that we prepare our students for their next step into University or the world of work.

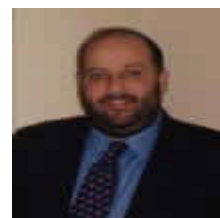
We take the academic progress of our students very seriously and monitor them together with their subject teachers throughout the year. In addition we have a strong pastoral support system which demonstrates our commitment to the personal, social and cultural development of our students.

The Sixth Form is integrated into the life of the whole school community and Sixth Formers are expected to act as role models towards younger students. Our aim is to produce well-balanced, responsible young adults fully prepared to take their place in Higher Education the professions and the Jewish Community.

Our sixth form block provides private study facilities along with a common room and dining area which is dedicated to sixth form use.

P Prodromou
Director of 6th form Studies

L Davis
Deputy Head of 6th Form



Headteacher
Mr S Lewis



Director of Sixth
Form Studies
Mr Prodromou



Deputy Head
of 6th Form
Mrs Davis



6th form Administrator
Mrs Ezra

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The School Day

8:30	Registration
8:45- 9:40	Period 1
9:40-10:35	Period 2

10:35-10:55	Break
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10:55 - 11:50	Period 3
11:50-12:45	Period 4

12:45-13:40	Lunch
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13:40-14:35	Period 5
14:35-15:30	Period 6

Friday

8:30 - 8:45	Registration
8:45 - 9:15	Tutorial/Assembly
9:15- 10:10	Period 1
10:10-11:05	Period 2

11:05-11:25	Break
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11:25-12:20	Period 3
12:20-1:15	Period 4

Sixth Form life is different from that experienced lower down in the school. Students choose to be here and specialise in subjects they wish to study for career and personal reasons.

As a student in the Sixth Form you are exposed to a new set of expectations. You must learn to take more responsibility for your work, research set topics, read widely and meet deadlines. This all requires guidance from teachers and self-discipline. Teachers are there to help, please use them if you have any problems.

Each student will be allocated a personal tutor who will be responsible for your academic and personal development and will monitor your progress regularly. With your tutor, who you should meet at least twice a term formally and informally at other times, you must discuss your progress so that you can identify strengths and weaknesses and discuss strategies for improving the quality of your work. Your tutor is there to help you do your best and advise you on how to achieve that best.

If you have any concerns about your work or other matters you may discuss these with Mrs. Davis or your tutor - we are there to help you through any difficulties.

A Sixth Form student is seen by younger pupils as a role model and they will often emulate your actions. It is important to ensure that only positive role models are portrayed and sixth formers conduct themselves with dignity and courtesy both in school and outside.



“Care and guidance in the sixth form is first-rate.”

Ofsted, 2006

Private Study

Students are expected to work hard and use their time wisely both in school and at home and we promote academic excellence. For this reason we have provided work study areas in the Sixth Form Block and the Library with computers so that all students have a quiet area to study whilst not in lessons. These areas are important and private study at 'A' Level is the key to success. Students are encouraged to make full use of these facilities.

Common Room

Sixth Form students have a Common Room exclusively for their use. You are responsible for maintaining this area in a clean and tidy state during the school day.

The Sixth Form are to use the dining room in the Sixth Form block. Refreshments will be available after morning registration and at break time and a lunch service is provided at lunchtime. In keeping with the ethos of the school food from outside may not be brought into school, although students are allowed to leave the school grounds at lunchtime.

Sixth Form Council

The Sixth Form has democratically elected a body serving the needs of the Sixth Form students and meets regularly with the Head/Deputy of Sixth to debate issues affecting the students. Representatives from both Year 12 and Year 13 sit on the Council. The Sixth Form Council members will also be part of the whole School Student Council.

Lower School Responsibilities

All Sixth Formers will be allocated to junior forms as helpers as part of their personal development, and to broaden their responsibility within school.



“Year 12 and 13 students make an outstanding contribution to the school, supporting younger students and successfully arranging social and charity events.”

Ofsted, 2006

Absence

If you are absent from school, please telephone Mrs Ezra before the start of the school day; we will ensure that the register is correct.

Appearance

Sixth Formers should be smart at all times as they set the standard for the whole school. The dress code should be adhered to at all times.

Attendance

Attendance at all lessons is compulsory. Failure to be at a lesson without good reason leads to disciplinary measures being taken. You are expected to be in school from 8:30 until 3:30pm. If you have no lesson during Period 6 then you can leave school via the security gate at 2:35pm.

Careers

Careers interviews are arranged through Connexions from the start of the autumn term. You can request one or wait until your form group is selected.

Entrance To the Sixth Form

Students should normally have a minimum of six GCSE passes at grade C or above, including English Language and Mathematics. Where a student wishes to pursue a subject at AS/A2 level that was taken for GCSE, then we would normally expect a minimum of a B grade in that subject at GCSE level. There are some exceptions to this particularly where the subject has not been offered at GCSE.

Education Maintenance Allowance (EMA)

Higher Education awards are handled by Redbridge and Essex Education Authorities and Students on the EMA scheme will receive their weekly allowance and the twice yearly bonus provided that they fulfil the requirements of their EMA contract.

Holidays

We strongly disapprove of students absence for holidays in school time. The school will accept no responsibility for a student poor academic performance in such cases. Prospective students should be aware that academic work re-commences in Y12 at the end of AS exams and therefore holidays should not be booked between that time and the end of the summer term.

Information

Girls

Shirt/Tshirt

Plain colour -

Jumper

Single colour: black/grey

Trousers (smart)

in black or grey or pinstriped - these cannot be hipster style or combat trousers

Skirt

Modest length - black/grey

Suit Jacket - black/grey or mix match style

Smart shoes or boots (not timberland or UGG style)

Boys

Shirt

Plain colour

Jumper

Single colour: black/grey

Suit

in black or grey or pinstriped

Smart shoes or boots (not timberland style)

Kippa

NO DENIM

Art
Business Studies/Economics
Drama & Theatre Studies
English Literature
Humanities:
Geography
History
Health and Social Care
ICT
Jewish Studies
Law
Mathematics
Modern Languages
Music
Physical Education
Politics
Product Design
Psychology
Science:
Biology
Chemistry
Physics
Sociology

SUBJECTS

The Course

The GCE in Fine Art aims to develop the practical skills of students in the course of study. In support of this students must undertake investigative work about art in its various contexts, so in addition to making artefacts, students will be developing their abilities to reflect on their own work and the work of others. One area of study should be seen to be an extension of the other and vice versa. With the support of the tutors, a creative learning forum is established that helps students towards increasing levels of independence.

Students are allowed to work with both traditional and new media, according to their own needs. Subject matter likewise is selected according to the aims and aspirations of individuals. Obviously levels of achievement and orientation of work from GCSE plays a key part in advice given about what to do. The course relies heavily on an ongoing process of homework and it is assumed that students have a considerable commitment in this key area of study. Advice and instruction is given about how to meet and cover all of the specified Assessment Objectives.

Who teaches the course?

Both Mr. Jepson (3 lessons) and Miss Turner (2 lessons) teach the A'Level classes. Students are also encouraged to use appropriate amounts of free study time to further develop their skills and independence.

What do I need to cope with the course?

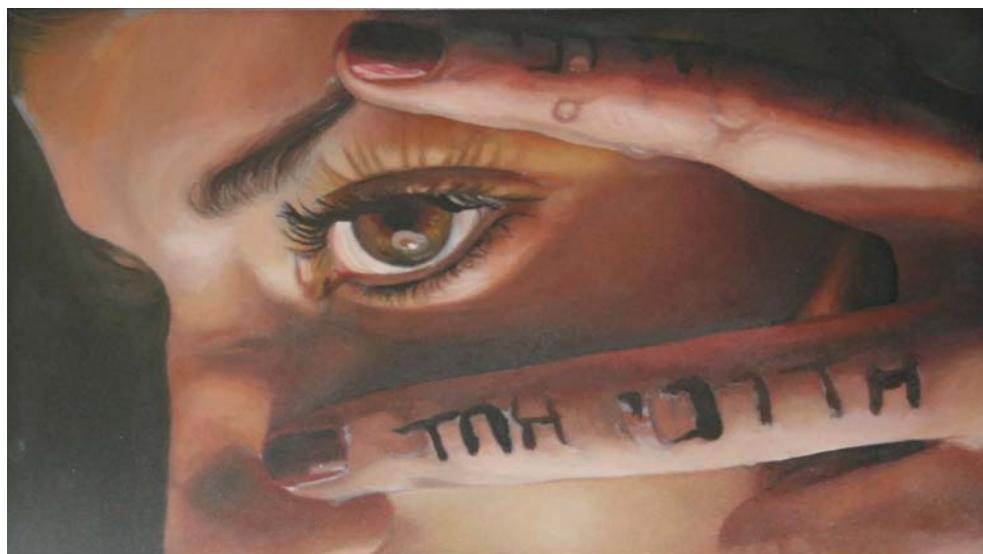
It is a requirement that a student has studied the subject at GCSE and gained at least a grade B.

Results:

The results from last summer at A2 from five students on the course were four A's and one B. At AS from nine students there were three A's, three B's and three C's. Our A2 results put us in the top 10% of schools nationally and defines the standards as outstanding.



ART





BUSINESS EDUCATION



YEAR 12 / 13
BUSINESS AND ICT
GROUPS



VISIT
CANON UK
HEADQUARTERS



Business Education Department

At Sixth form, the options available to students are Economics as well as Business Studies.

Business Studies - The Course

Business Studies is a subject which has been successfully taught in the department for many years. The pass rate is often 100%, and a significant number of students attain C or above. It is concerned with examining how businesses of various forms are run and how decisions are made.

The AQA syllabus is used for assessment purposes. Students will, in the summer term, write 3 units in their AS year, and another 3 units in their A2 year. The last unit is a coursework unit, where the student is expected to research a topic of their choice in order to arrive at some conclusions, taking account of the theory covered. The units are varied and include;

Unit 1: Marketing and Accounting and Finance

Unit 2: People and Operations Management

Unit 3 External Influences and Objectives and Strategy

Unit 4: Marketing and Accounting and Finance, People and Operations Management

Unit 5: Coursework

Unit 6: External Influences and Objectives and Strategy

Who teaches the course?

The course is currently taught by Mr S. Ngwenya.

Sound writing skills and numeracy skills as well as research skills, are useful for this subject.

BUSINESS STUDIES

The Course

Economics is subject which fundamentally examines how scarce resources are allocated in various economic contexts. As a social science, we study how the behaviour of various economic agents (consumers, firms and government) answers the following questions;

What to produce
How to produce
For whom to produce for

We have adopted the Edexcel syllabus for assessment purposes. Students will, in the summer term, write 3 units in their AS year, and another 3 in their A2 year in order to attain the A-level qualification. The units are varied and include;

Unit 1: Markets: how they work
Unit 2: Markets: how they fail
Unit 3: Managing the Economy
Unit 4: Industrial Economics
Unit 5: Economic Development
Unit 6: The UK in the global economy

Who teaches the course?

This course is currently taught by Mr. S. Ngwenya.

ECONOMICS



D R A M A & T H E A T R E S T U D I E S

The Course

September 2008 sees the introduction of a brand new A Level Drama and Theatre Studies course, a summary of which is set out below:

Unit 1 - 20% of A Level - Exploration of Drama and Theatre (taught in the first half of Year 12) Students study two play texts, through practical work and written coursework. They must also write a 1000 word evaluation of a piece of live theatre seen during the course.

Unit 2 - 30% of A Level - Theatre Text in Performance (taught in second half of year 12) Students must perform a monologue or duologue to an external examiner. They must also perform as a group, a substantial section of a published play, again to an external examiner.

Unit 3 - 20% of A Level - Exploration of Dramatic Performance (taught in the first half of Year 13) Students must create their own piece of theatre. They are assessed on both their devising process, as well as the final product, and also on written coursework.

Unit 4 - 30% of A Level - Theatre Text in Context (taught in the second half of Year 13) A two and a half hour written exam, split into three sections. Sections A and B require students to explore one set play from the point of view of a director. In Section C students study one period of theatre history. Students will see a live performance of a play written during that period, and compare it with the original staging conditions of the play.

Who teaches the course?

The A Level is taught by Miss Williams

Student Achievement

The department always achieves 100% A-E grades at A Level, with many students achieving A and B grades.

Preferred Entry Criteria

Students must have studied GCSE Drama in order to enter this course, in order to have an understanding of basic Dramatic skills, and, due to the amount of written work that is required, they should have a good pass in GCSE English. Drama is taught in brand new facilities, which opened in September 2007, by two specialist teachers.



D R A M A

The Course

We enter students for AQA English Literature B. The new A levels have a new emphasis on independent critical reading in line with more recent ways of studying English at university, and an increased number of set texts.

Unit 1: two novels and two poetry texts. You will need to write in detail about one, and compare ways of telling stories in three. Books are taken into the examination but must have no notes.

Unit 2: Coursework on two tragedies, one of which will be by Shakespeare.

Unit 3: three texts on a shared theme. 'Closed book' examination

Unit 4: Coursework (a) comparing two texts, and (b) applying critical ideas to a text.

Who teaches the course?

This is drawn from across the Department according to need, and always includes members of staff who have experience of examining up to senior level.

Average Grades attained

Final grades average at about C/B. More important is that students mostly achieve at least in line with expectations, and certainly in line with how consistently hard they work.

Preferred Requirements

Established requirements are for grade B at GCSE in English and English Literature. In exceptional circumstances, students with lower results are accepted on a trial basis, and may well perform beyond expectations. However, you should be aware of the significantly greater demands that the subject makes, are more likely to manage the step up to advanced and more independent work if you have two grades B.

University and Beyond?

This subject is appropriate for a wide range of higher education courses and careers; several of our students have chosen it at university level

English Literature is often seen as a challenging subject, and rightly so, as it places great emphasis on students' willingness to think for themselves. If you enjoy reading, or at least are genuinely prepared to approach texts with an open mind; if you can persevere in a subject that requires you to sit for extended periods on your own to read, but which offers lively discussion with others afterwards, under the guidance of teachers with excellent subject knowledge, then this could well be the course for you.

LITERATURE ENGLISH

What is Humanities?



In History we learn to...

...justify our own opinion.

In Geography we learn to...

...forecast the weather.

...evaluate conflicting interpretations of the past.

...select and interpret evidence.

...develop excellent map skills.

...save the planet!

...consider both sides of the story.

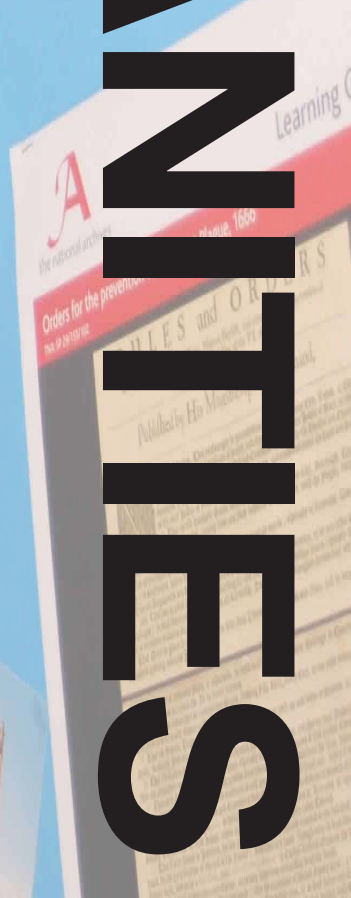
...create an effective argument.

...understand other cultures.

...develop excellent map skills.

...empathise.

HUMANITIES



The Course

History A-Level at King Solomon is designed to prepare students for the variety of careers and university courses that are available to History students. Required not just by students going on to study the subject at university History is desirable for students who wish to study law, business, management, development and communications. This is because students who achieve good grades in History have demonstrated skills in areas such as research, report writing and preparing and presenting an argument.

Who teaches the course?

The course is designed not only to reflect the knowledge of our specialist teachers but also to give students a broad base of knowledge over a variety of periods and places. The AS course will be taught by Mr.Sandeman and Mr.Reid, the A2 course by Miss. Reece.

Areas of Study

At A/S students will study from a selection of late modern history including Post War Britain 1950 - 94 and Democracy and Dictatorship in Germany 1919-63. At A2 student will study Late Modern European History, focussing on Russia and its Rulers 1855-1964 and Late Modern World History, focusing on The Cold War 1941-56. Following the new A-Level changes there is no traditional coursework however the A2 Cold War option will require students to carry out their own historical research and study of schools of thought in order to answer questions on their research and documents in controlled assignments in class. This constitutes 25% of their A2 grade.

Preferred Entry Criteria

Students who take History at A-Level should have good basic communication skills with a B Grade in G.C.S.E History and English. They must be prepared to work not only in class but on their own or in groups and carry out their own reading and research. They will require good time management skills and must be motivated by their own success if they are to achieve a grade C or above.

Results

Results in History are good; on average we have a 100% A-E pass rate with around 40% of students achieving an A or B grade at A2.



HISTORY

GEOGRAPHY

The Course:

The Geography A-level is designed to improve student's knowledge on both age old processes such as Tectonic Hazards to current world issues such as Globalisation and Development. Whilst at the same time equipping students with necessary skills such as essay writing, reporting, graphical interpretation and data analysis that will be useful in both further education and the world of employment. As such this is a subject that is looked upon favourably by employers; in 2006, excluding profession based degrees such as Accounting, the highest percentage of graduates finding full-time employment were Geography graduates.

Who teaches the course?

Human Geography is taught by Mr. Fernandes and Physical Geography by Mr. Keeble Watson or Mr. Slinger.

Topics covered within the Human Geography units include Population and resources, Migration, Trade and Development and Economic processes. The Human units are constantly updating as the world changes and are therefore interesting for those who like to keep abreast of current affairs and politics. The Physical units include Ecosystems, Fluvial environments and processes, Natural Hazards and Environmental issues. Again there are lots of areas within the physical units that are contemporary, however there is also a lot here for the 'traditional' or more scientific geographer.

Preferred Entry Criteria

Students who take Geography at A-Level should have good basic communication skills with a B Grade in G.C.S.E Geography and English. They must be prepared to work not only in class but on their own or in groups and carry out their own reading and research. They will require good time management skills and must be motivated by their own success if they are to achieve a grade C or above.

Results

Results in Geography are good; on average we have a 100% A-E pass rate with around 50% of students achieving an A or B grade at A2.

The Course

Exam Board –AQA

AS:

In the Single Award there are 3 units 2 coursework portfolios and 1 Exam.

In the Double Award there are 3 additional units 1 Exam and 2 optional units.

A2:

In the Single Award there are 3 units 1 coursework portfolio, 1 Exam and 1 optional unit.

In the Double Award there are 3 additional units 1 Exam and 2 optional units.

*A Level Single Award 6 units (1 A level)

*A Level Double Award 12 units (2 A levels)

* Each unit has an equal marks allocation.

The course is taught by Mrs N Papa

Preferred Entry Criteria

The course of study can be taken by candidates entering this vocational area for the first time who are keen on pursuing a career in Health & Social Care.

It could be you

Healthcare encompasses a range of different careers for instance nursing and complementary medicine. There are allied health professions like Arts therapy, Dietetics and Occupational therapy and Healthcare Science careers like pharmacy and clinical engineering.

Social Care includes careers in social work and alternative careers like counselling, Health Informatics and special needs support in schools.

SOCIAL CARE & HEALTH

The Course:

We teach two separate courses in the sixth form one following an academic pathway and one which is geared to vocational students.

GCE A level ICT (AQA).

AS and A Level courses encourage students to:
Become discerning users of ICT, developing a broad range of ICT skills and knowledge and develop:

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

There is a unit of coursework where students demonstrate that they are able to

- investigate and analyse problems and produce a specification
- design effective solutions
- select and use appropriate application software
- test and implement an effective ICT-related system

Results

Grades obtained in the GCE A level are high with a usual 100% pass rate.

Who teaches the course?

Currently Mrs Davis and Ms Hibbert teach this course.



ICT

The Course

BTEC IT Firsts for ICT (Level 2)

The BTEC Firsts for Information and Communication Technology (ICT) Practitioners have been developed in the IT sector to focus on education and training for employees working in ICT related occupations.

The qualification is equivalent to 4 GCSE's and leads to either work in the following types of areas or a Level 3 qualification described below:

Computer Service Technician
DTP Operator
IT Technical Sales Specialist
Technical Support Person

BTEC IT Nationals

In this course students will learn about how to create networks, develop computer graphics and develop a professional website.

They will also learn create exciting business systems using professional applications.

Students must have 4 GCSEs at grade A-C or BTEC First Diploma level 2

This qualification is recognised by universities as equivalent to GCE and is treated equally in stature. It suits students who prefer portfolio (coursework) based study who are good independent learners and enjoy skills based tasks.

Who teaches this course?

Currently Mrs Davis, Miss Hibbert and Mr Bernstein
Mr Redfern currently teaches Level 2



ICT Vocational

The Course

Currently the AS & A2 courses are split into two areas of study – Jewish Texts and Jewish Studies.

The Jewish Studies AS level course consists of critically studying aspects of the importance of the Tenakh (Bible) and Talmud within Judaism and exploring the nature of G-d and what Judaism regards as the role of the Jews in the world. We then develop the course by studying general principles of Jewish life, worship at the home and synagogue and the roles of men and women in Judaism.

The Jewish Texts AS level course consists of critical study of scriptures including placing them in historical context and the different types of Jewish literature. This develops into a textual study of the idea of a covenant with G-d and the concept of G-d and suffering through the texts of Jonah and Job.

The A2 courses are also split into texts and Jewish Studies and build on the knowledge and skills developed in the AS course. In Jewish texts, the areas of reward and punishment, social concerns and messianic hope are studied through a variety of texts. In Jewish Studies, we cover the topics of the Holocaust, the significance of the land of Israel, messianic hope and different Jewish religious groups.

Who teaches the course?

The course is taught by Mr S Lewis, Rabbi Bruce and Mr M Lewis

Preferred Entry Criteria

A pass grade of C or above is preferred at GCSE level Jewish Studies.

Informal Activities

Besides the formal teaching of AS and A2 courses, there are a range of other opportunities in the 6th form to explore and develop a connection to Judaism. These include courses and experiences put together by our informal department, together with the annual Poland trip and leadership shabbatonim in Year 12.



The Course:

A Level Law includes learning about the following issues:

How did our legal system develop?

How does Parliament make laws?

How does the court system work?

How do you sue someone?

What happens at a criminal trial in the Crown Court?

How does the jury system work?

What do solicitors, barristers, judges and magistrates do?

When can the police stop, search and arrest you?

How long can you be detained in police custody?

What are your rights in the police station?

What is the Human Rights Act 1988?

How does the European Union affect the U.K?

What is the difference between murder and manslaughter? When can a defence of provocation be a defence to a charge of murder?

What are assault, a.b.h. and g.b.h?

When can a defence in law be used, such as self-defence, insanity and intoxication?

What sentences can the courts impose?

In addition to studying these issues in class, you will visit courts and a police station.

Who teaches the course?

Law is taught by Mrs S. Napper (who practised as a lawyer)

Results

Achievement at A Level is generally very high. Most students achieve grades well above their target grades.

Preferred Entry Criteria:

There are no specific GCSE subject requirements. However, you should be interested in Law and how it affects everybody's life.

Law is examined by the WJEC Board. In year 12 you will take two modules on the English Legal System and in year 13 you will take two modules in Criminal Law and Justice.

Students with A level Law have access to a wide range of career and higher education possibilities. If you are interested in a career in law, such as a barrister or solicitor, A Level Law will give you an insight into what Law is about. Apart from careers in the legal profession, Law is useful for many other careers such as accountancy, management, business, banking, the media, court and police work.

In any event, by studying Law, you will learn the following skills:

To develop a critical awareness of the changing nature of society;

To develop knowledge and understanding of selected areas of Law in society;

To develop the techniques of logical thinking and the skills necessary to analyse and solve problems by applying legal rules

To develop the ability to communicate legal arguments and conclusions with reference to appropriate legal authority;

To gain a sound basis for further study and where appropriate improve your own learning and performance.

LAW

The Course:

A-Level mathematics is split into six modules. Three modules are completed in year 12 and count towards your AS Level – whilst three more are completed in year 13 and these then make up your A2 level. Here at King Solomon all students studying for an A-level in Mathematics study the following six modules. Core Mathematics 1 (C1), Core Mathematics 2 (C2), Core Mathematics 3 (C3), Core Mathematics 4 (C4), Mechanics 1 (M1) and Statistics 1 (S1). We feel that this combination gives everybody a good background in Mathematics and enables you to go on to study it further if you wish to do so.

The modules that are covered in year 12 are C1, C2 and M1. C1 and C2 is the core mathematics content and gives you a basic understanding of the key concepts and ideas that you need in mathematics. M1 is an introduction to mechanics looking mainly at how objects move and how we can use mathematics to describe this.

The modules that are covered in year 13 are C3, C4 and S1. C3 and C4 is the core mathematics content and builds on the ideas from year 12 and shows more mathematical techniques and procedures. S1 is an introduction to statistics (our other applied unit). In this module you will see how statistics can be used in every day life.

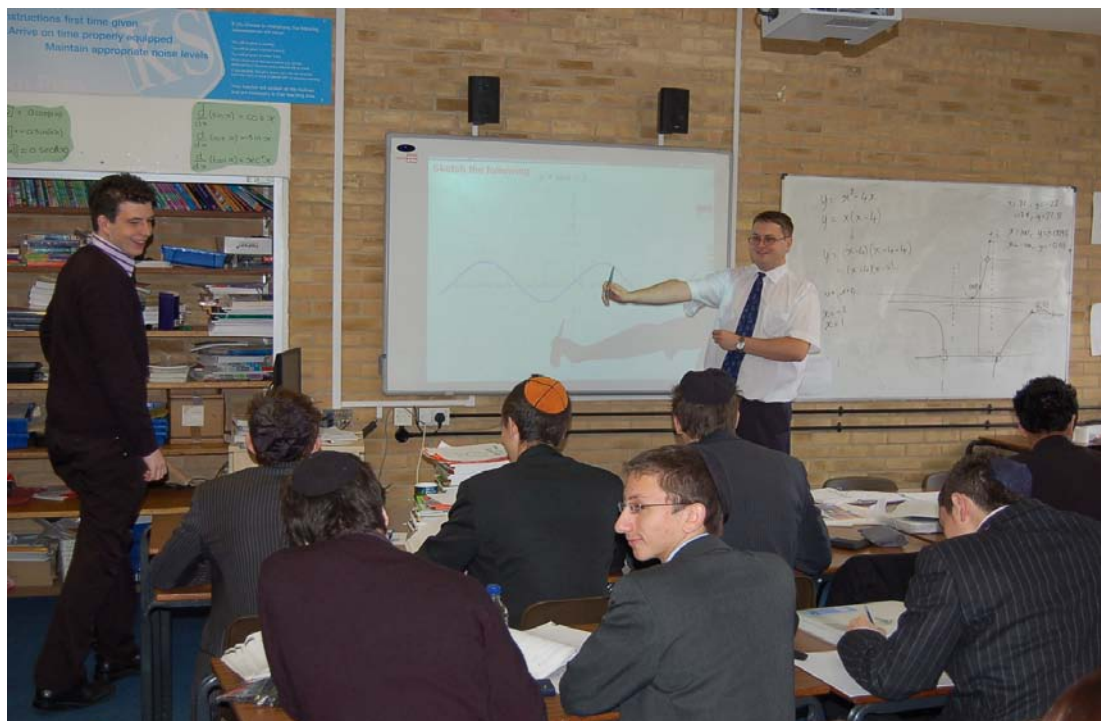
Core Mathematics 1

This builds on what you have done at GCSE level. It contains chapters on Algebra, coordinate geometry, polynomials, uncertainty, indices and the language of mathematics.

Exciting things that are included in this module are quadratic, cubic and quartic expressions, the intersection of a line and a circle, how to write the equation of a circle, the binomial expansion and proof.

Core Mathematics 2

Again this builds on what you have done at GCSE and in C1, and also introduces some new concepts that are building blocks of mathematics. It contains chapters on sequences and series, differentiation, integration, trigonometry, logarithms and exponentials and further differentiation and integration. This is the module that introduces you to what is called “calculus”. Other exciting things in this module include – the sine and cosine rule, area of a sector and length of an arc, what radians are, arithmetic and geometric sequences and modelling situations using mathematical curves.



MATHS

Mechanics 1

This is the first of the applied topics that we will study. This module relates very closely to physics and is mainly to do with how objects move and how we can mathematically model these moving objects. In this module we look at Motion, Modelling motion using mathematics, forces, Newton's laws of motion, vectors, and projectiles.

Core Mathematics 3 and 4 (A2 Level)

These build on the maths completed in C1 and C2, and gives you more techniques that will enable you to use mathematics to solve problems. C3 contains a coursework task that you must do.

Statistics 1 (Completed in year 13 but only an AS level module)

This is the second applied module that we study. This module builds on the statistics that you will have meet at GCSE level. In this module we look at exploring data, data presentation, measures of spread, probability, discrete random variables, the binomial distribution and hypothesis testing.

Who teaches Mathematics at A Level

A level mathematics is taught by several members of the mathematics department. Mr Prodromou & Mr Stern teach core mathematics and Mechanics, and Mrs Maisuria teaches Statistics.

Average Grades achieved at A Level Mathematics.

In the exams in 2009 we had eleven pupils taking Maths A Level. Four students gained a grade A, one got a grade B, the rest a grade C. One student took a Further Maths A level and achieved a grade 'A'.

In the exams in 2006 we had thirteen pupils taking maths A-Level. Eight students gained a grade A.

Course Requirements That are Preferred

To do A-Level Maths we would ideally like pupils to have a grade B or better at GCSE Maths. From experience pupils who got a grade C at GCSE find Mathematics at A Level very difficult – and need to work extremely hard to catch up with pupils who did get a grade A or A Star.

Further Mathematics AS Level

As in the past we hope to run a Further Maths 'AS' Level which will eventually lead to the full 'A' Level in Further Maths the following year.

Further Maths contains topics such as complex numbers and matrices which no longer appear on the 'A' Level syllabus.

Further Maths is for those students who are good at Maths (got an A* or an A) and want to learn more than what is in the 'A' Level Maths course, or maybe for students planning to do Maths at university.

MATHS

The Course:

The A Level course is made up of two components: AS and A2. Each comprises three main units – Performance, Composition and Historical Analysis. In total, therefore Music A Level will be made up of six units.

AS Level

Performance: Candidates are to perform in public, usually in the school main hall, a recital not lasting more than 12 minutes of a programme of varied content, on an instrument of their choice. In the second half of the recital they are to perform one or two pieces on another instrument. This can be the voice. The recital will be assessed by a visiting examiner.

Composition: Candidates are to submit a composition of either a piece for 4-10 instruments not lasting for longer than 3 minutes, or a lead-sheet arrangement of a 20th century popular song for instruments. They are also to submit a portfolio of exercises of examples showing compositional techniques from Western Tonality (1600-1900)

Historical Study and Analysis: Candidates will study three set works from the Classical/Romantic eras and three from the Jazz era 1940-1960. They will investigate the historical and cultural background to these works and analyse the musical processes of composition within them. This will be assessed by a two hour exam in the summer.

A2 Level

Performance: As in AS, candidates are to perform a recital in public. This time, however, it will last for 15 minutes, and will focus on a specific style or genre. Candidates do not have to perform on a second instrument. The recital will be assessed by a visiting examiner.

Composition: Candidates are to submit a composition for voice or voices and accompaniment based on a text prescribed by the exam board. This will be submitted as part of a portfolio along with other more advanced examples of compositional techniques.

Historical Study and Analysis: Candidates study a genre of vocal music in an historical era (there are a selection of four) prescribed by the board.

The Course

We cover the OCR syllabus which provides students with the knowledge and understanding to improve their own level of performance. Students choose two activities at AS and A2 from an extensive range which includes athletics, football, tennis, golf, mountain walking, sailing and skiing.

This course is made up of six modules examined through six units of assessments.

The following three units form the AS GCE qualification:

Unit 1 - the application of anatomical and physiological knowledge to improve performance and about acquiring, performing and teaching movement skills.

Unit 2: the application of the knowledge of physical sport/education as a whole and to its role in society.

Unit 3: Coursework - assessment on two activities from different activity profiles

For the full advanced award students also take the following three units:

Unit 4- extended study from both sociocultural and scientific areas

Unit 5 - students learn about exercise and sport physiology and the response of the body to performance and training.

Unit 6 - candidates are assessed in two activities from the same choice of activity profiles as in Unit 3.

Who teaches the course?

Currently Mr Adair.

PE

The Course

Politics is the study of power and how decisions are made. At King Solomon High School students study these aspects in relation to British Government and Politics (Year 12) and International Politics (Year 13).

AS British Government & Politics

Unit 1

“People & Politics” (An Introduction to the Study of British Politics)
Covering: Democracy, Elections, Pressure Groups and Political Parties.

Unit 2

“Governing the UK” (Analysis of the major institutions of government)
Covering: Constitutions, Parliament, PM & Cabinet and the Judiciary.

A2 International Politics

Unit 4

“Structures of Global Politics”
Covering: The International System; Power, Great & Super Powers; International Law; Third World; The UN; NATO & the OSCE.

Unit 5

“Global Political Issues”
Covering: International Conflict, War & Terrorism; Nuclear Weapons; Poverty & Development; Environment; Human Rights.

Who teaches the course?

Mr. N. Pavitt and Mr. K. Sandeman.

Preferred Course Requirements:

Students who do well in Government & Politics have usually achieved a C and above in the following subjects at GCSE:

- In History, Geography or Sociology as these are related subjects.
- In English as Government & Politics is an all written examination.

An interest in Politics and Current Affairs is vital to studying this course.

Your written communication skills will develop greatly as will your ability to question information given to you. These skills are in great demand and are recognised by employers, universities and colleges as being of great value

Government and Politics combines well with a range of Social Science and Humanities subjects to lead to University courses in such areas as Business, Economics, Law, Media, Philosophy, and of course Politics.

King Solomon High School Government & Politics students regularly participate in the School's Debate Club taking part in the annual JLGB Debate competition; visit Parliament; question guest speakers such as MP's, Councillors and Civil Servants.

Past students have gone on to study Politics at a range of Universities across the country, with a number undertaking roles at the Houses of Parliament whether as guides or assisting MPs and Lords.

POLITICS

If you enjoyed designing and making at GCSE, are thinking about a designing career and you achieved a minimum of a grade C, Product Design might be the right course for you. Students who studied Graphics, Resistant Materials, Textiles or Electronics at GCSE are able to follow the course and in some circumstances, students who studied Catering might be able to as well.

Product Design is about analysing, designing, modelling,

In Year 12 you will complete one piece of coursework, worth 60% of your AS level (30% of A2) and undertake an Advanced Innovation Challenge which is worth 40% of your AS (20% of A2) level.



The coursework is called a Product Study where you will design and model improvements to an existing product. The Challenge is a 6hr practical exam where you design and model a solution to a problem that has been set by the exam board. A theme for the Challenge is set by the exam board in September of Yr12. A few days after the Challenge you will sit a 1 hr written exam where you will answer questions about the product you designed and modelled.

During Yr12 you will practice modelling in a wide range of materials regardless of the subject you took at GCSE; this will help you with all aspects of your course. You will also undertake lots of mini design tasks that will help broaden your skills and understanding in design.

In Year 13 you will complete one piece of coursework, worth 30% of your A level and take a written exam, worth 20% of your A level. For the coursework you will design, model, make and evaluate a product of your choice. Product Design compliments other subjects such as Maths, the Physics, Art, ICT and Business Studies and contrasts with other subjects like History, Geography and Psychology. It will provide you with a firm foundation for a wide range of creative and design based university courses, leading to the many diverse career paths associated with designing and making.

If you would like to find out more about A level Product Design, please speak to Mr Ryan or Mrs Roberts.



PRODUCT DESIGN

The Course

Psychology is a content based subject that covers various fascinating topics. The questions below offer a glimpse into how the course is structured.

- What is abnormality?
- Why do people conform?
- How do you treat psychological disorders?
- What is personality and how does it develop?
- How do you manage stress?
- What is depression?
- How and why does someone become schizophrenic?

Who teaches the A level offered ?
Mrs A Malah is Subject-Co-ordinator.

Preferred Entry Criteria

Students who wish to take Psychology at A level should ideally get a B grade for English, Maths and Science in their GCSE exams.

Information about the UNITS

In AS Psychology,

Unit 1 : Cognitive & Developmental Psychology and Research Methods, including memory, eyewitness testimony and early social development.

Unit 2 : Biological & Social Psychology and Individual differences, including stress, conformity, obedience and independent behaviour.

In A2 Psychology,

Unit 3 : Topics in Psychology, including biological rhythms & sleep, aggression, gender, intelligence and learning.

Unit 4 : Psychopathology, Psychology in Action and Research Methods, including schizophrenia, depression and anxiety, media psychology, psychological research and scientific method.

The Course

Sociology is the study of people in social groups and society. It is concerned with the society in which we live: how society is organised; the similarities and differences between groups of people; how people's ideas are formed; how people live; and are the ways in which we do things the only ways, the most efficient ways and the fairest ways.

Unit 1

"Families & Households"

Covering: Families around the World; Family Diversity in the UK; Sociological Perspectives; Changes in the Family over Time; Patterns of Marriage, Cohabitation and Divorce; Childhood; Government Policies.

Unit 2

"Education & Research Methods"

Covering: The Purpose of Schools; Differences in Achievement; The Curriculum; Educational Policies; Sociological Research.

A2

Unit 4

"Beliefs in Society"

Covering: Different Theories of Belief; The Role of Religious Beliefs in Society; Religious Organisations and Social Groups; Is Religion in Decline?

Unit 5

"Crime & Deviance"

Covering: Theories of Crime & Deviance; Patterns of Crime; Controlling Crime; Sociological research and Crime; The Study of Suicide.

Who teaches the course?

Mr. N. Pavitt, Mr. R. Fernandes and Mr. K. Sandeman.

Preferred Course Requirements:

Students who do well in Sociology have usually achieved a C and above in the following subjects at GCSE:

In Sociology, Geography, History or Child Development as these are related subjects.

In English as Sociology is an all written examination.

An interest in the issues facing Society and the ability to take a critical approach to the world in which we live are vital to the course.

Your written communication skills will develop greatly as will your ability to question information given to you. These skills are in great demand and are recognised by employers, universities and colleges as being of great value.

Sociology combines well with a range of Social Science and Humanities subjects to lead to University courses in such areas as business, economics, law, media, philosophy, health and of course Sociology. Many courses and careers that are people oriented now recognise the contribution Sociology can make to their field.

Past students have gone on to study Sociology or a range of related courses at a variety of Universities across the country.

SOCIOLOGY



SCIENCE

The Course

With effect from September 2008 a new A level Physics syllabus will be taught using a concept-led approach. This approach begins with the study of the laws, theories and models of physics and finishes with an exploration of their practical applications. This will consist of the following units:

Unit 1 Physics on the go.

This unit involves the study of mechanics. Part of this topic will be taught using applications that relates to, for example, sports, food production and medicine.

This unit is assessed by means of a written examination paper of 1 hour 20 minutes duration, which will consist of objective questions, short questions and long questions.

Unit 2 Physics at work.

This unit involves the study of waves, electricity and wave/particle nature of light. It will be taught in different contexts, for example, music, medical physics, technology in space, solar cells and a historical study of the nature of light.

This unit is assessed by means of a written examination paper of 1 hour 20 minutes duration, which will consist of objective questions, short questions and long questions.

Unit 3 Exploring Physics.

This unit involves an experiment that is based on a physics-based visit or a case study of an application of physics.

This unit is assessed by means of an experiment that is founded on either a physics based visit or a case study of an application of physics. Students write a report that is internally marked and externally moderated.

Unit 4 Physics on the move.

This unit involves the study of further mechanics, electric and magnetic fields, and particle physics. Several different contexts may be used to teach parts of this unit including a modern rail transport system, communications and display techniques.

This unit is assessed by means of a written examination paper of 1 hour 35 minutes duration, which will consist of objective questions, short questions and long questions.

Unit 5 Physics from creation to Collapse. This unit involves the study of thermal energy, nuclear decay, oscillations, astrophysics and cosmology. Several different contexts may be used to teach parts of this unit including space technology, medical physics and the construction of buildings in earthquake zones.

This unit is assessed by means of a written examination paper of 1 hour 35 minutes duration, which will consist of objective questions, short questions and long questions.

Unit 6 Experimental Physics. This unit involves planning an experiment, carrying out an experiment and analysing experimental results..

Students must plan an experiment and then carry out a plan of an experiment which may be their own plan, a plan provided by Edexcel or a plan devised by the centre.

Who Teaches the course?.

At the moment, the A level courses are taught by the teachers Mrs Flekier and Mr Calvo.

Average grade. The average grade achieved in our department A level physics is C.

Preferred Entry Criteria

We generally encourage students with at least BB in GCSE to take the physics A level course. A level Mathematics is also a significant advantage for physics applicants.

PHYSICS

Who teaches the course?

The course is taught by Ms Baker and Mr Adediran

Students should ideally have a B grade in GCSE Science and should have studied Additional Science or the three separate Sciences.

Course Content

The new GCE Chemistry from Edexcel is now being taught. Students will learn about recent developments in Chemistry and about its relevance in our society today. New topics include green chemistry, hazard and risk, nanotechnology and ethical issues.

How Science Works is a key feature of the new course. This includes how scientists investigate ideas and develop theories, how to evaluate data and the design of studies, and how science affects the real world.

AS

Unit 1	The Core Principles of Chemistry	40%
Unit 2	Applications of Core Principles of Chemistry – Organic, Energetics, Environmental and Industrial Chemistry	40%
Unit 3	Chemistry Laboratory Skills 1	20%

A2

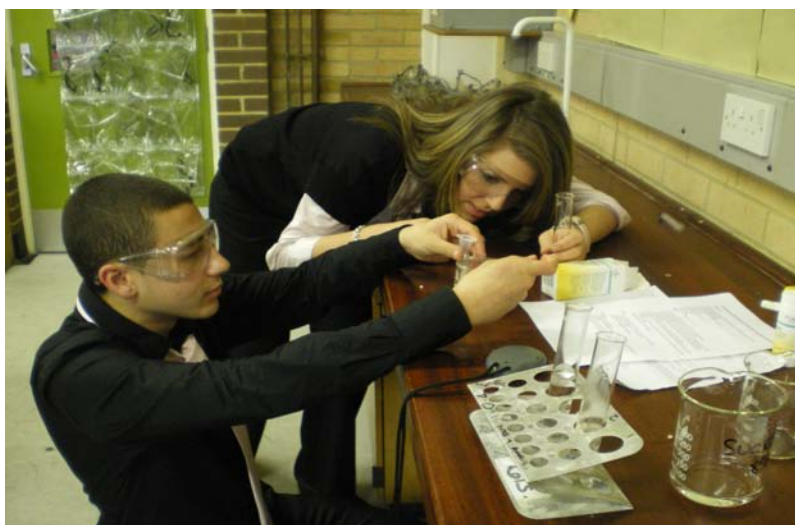
Unit 4	General Principles of Chemistry 1 – Rates, Equilibria and Further Organic Chemistry	40%
Unit 5	General Principles of Chemistry 2 – Transition metals and Nitrogen Chemistry	40%
Unit 6	Chemistry Laboratory Skills 2	20%

Units 1, 2, 4 and 5 are each assessed by a 90 minute structured paper in June.

Laboratory skills are assessed throughout the course by internal practical assessments.



CHEMISTRY



The Course

Unit 1 Cells, Exchange and Transport (1 hour written exam, 30% (AS), 15% (A2))

Cells – the structures inside a cell, how cells communicate with each other, how substances are transported in and out of cells and cell division. Practical work includes microscopy and osmosis.

Exchange and Transport – structure and function of the respiratory system and circulatory system, blood and tissue fluid and transport system of plants. Practical work includes heart dissection and measuring transpiration rate.

Unit 2 Molecules, Biodiversity, Food and Health (1hour 45mins written exam, 50%(AS), 25%(A2))

Molecules – biochemistry of carbohydrates, proteins and fats, the structure of DNA and the structure and function of enzymes. Practical work includes testing for sugars, proteins and lipids, affect of temperature on enzymes and many more!

Food and Health – Diet and heart disease, causes and transmission of disease, how the body fights disease, vaccines and new drugs, smoking and disease.

Biodiversity and Evolution – sampling, classification, variation and natural selection and conservation. Includes a non-residential 2 day field course.

Unit 3 Practical Skills in Biology (internal assessment, 20%(AS), 10%(A2))

Students are assessed in class under exam conditions on their qualitative, quantitative and evaluative skills.



BIOLOGY

A2

Unit 4 Communication, Homeostasis and Energy (1 hour written exam 15% of A Level)

Communication – how the body maintains a constant temperature, the nervous system, the hormonal system. Practical work include microscopy of pancreatic tissue.

Excretion – structure and function of the kidney and the liver, production of urine, how water content of the blood is maintained, kidney failure and transplants, testing urine for pregnancy and steroids. Practical work includes dissection of a kidney.

Photosynthesis – the biochemistry of photosynthesis, structure of chloroplasts, limiting factors of photosynthesis. Practical work includes calculating rates of photosynthesis.

Respiration – the biochemistry of aerobic and anaerobic respiration. Practical work includes investigating the rate of respiration in an animal and comparing aerobic and anaerobic respiration in yeast.

Unit 5 Control, Genomes and Environment (1 hour 45mins written exam 25% of A level)

Cellular control – DNA as a genetic code, transcription and translation, mutations, programmed cell death, meiosis and variation, genetic diagrams.

Biotechnology and Gene Technology – cloning in plants and animals, use of microbes and enzymes, genome sequencing, genetic engineering, xenotransplantation, gene therapy.

Responding to the Environment – plant hormones, the human brain, muscle movement and co-ordination, different types of muscle, animal behaviour.

Unit 6 Practical Skills in Biology (internal assessment, 10% of A level)

Students are assessed in class under exam conditions on their qualitative, quantitative and evaluative skills.

Who teaches the course?

Mrs Ruthven, Mr Kooyman and Mrs Martin

Average grade achieved at A' level

Students achieved exceptional results in A' level Biology in 2008. The average A2 grade was a B. Two of our A grade students were amongst the top ten students who achieved the highest overall marks in Biology.

Course requirements preferred:

Students must have studied Additional Science at GCSE. Students who have achieved a grade B or higher at Additional GCSE are more likely to succeed in A Level Biology. Students who did not study the Higher content at GCSE Additional science should not consider studying Biology at A Level as they will find it extremely difficult to access the content.

BIOLOGY

The Course

Topic areas AS and Units

Youth culture and concerns

Lifestyle; health and fitness

The world around us: travel, tourism and environmental issues and the

Spanish Speaking World

Education and employment

Unit 1: Students are rewarded for their ability to converse in Spanish on a general topic area that they have chosen in advance.

Unit 2: Students are required to understand and convey their understanding of Spanish language texts and recordings. Students will also need to produce an essay to demonstrate an ability to manipulate the Spanish language in continuous writing.

Topics A2 and Units

Customs, traditions, beliefs and religions

National and international events: past, present and future

Literature and the Arts

Unit 3: Students are required to demonstrate the effectiveness of their Spanish language skills through presenting and taking a clear stance on any issue of their choice.

Unit 4: Students are required to demonstrate skills in Advanced level Spanish writing and translation from English into Spanish. Students are also required to demonstrate evidence of independent, Advanced level Spanish language reading and research, linked to an area of particular interest and the culture of a Spanish-speaking country.

Who teaches the course?

Mr Villa and Ms Rodriguez

Results

The Average grade attained overall in this department is B

In order to achieve a high grade in GCE Spanish and to cope with the course it is advisable that students have attained a

Grade A in Spanish at GCSE

SPANISH

Where did our students go in 2009?

The following universities offered places to our students who commenced courses in September 2009. Some students are currently on a Gap year in Israel and are due to start their studies at university in September 2010. Two students entered employment.

Universities with confirmed places for King Solomon Students - the number of students at each university is displayed in brackets:

University of Aston (1)
Bath Spa University (1)
University of Birmingham (4)
University of Birmingham City (3)
University College Birmingham (3)
University of Bristol (1)
University of Cambridge (1)
De Montfort University (1)
University of Essex (2)
University of Greenwich (1)
University of Hertfordshire (1)
University of Kingston upon Thames (1)
University of Leeds (2)
Lincoln College (1)
University of Loughborough (3)
Leeds Metropolitan University (5)
London Metropolitan University (1)
Manchester Metropolitan University (5)
University of Nottingham (3)
Nottingham Trent University (12)
New College Nottingham (2)
Northampton University (2)
Oxford Brookes University (1)
Thames Valley University (1)
University of West England (2)
University of Westminster (1)

DESTINATIONS

Results from 2009

Our results from 2009 showed some of our subjects to be within the top 10% in the country and most within the top 25%. Over the past 3 years King Solomon High School has consistently been in the top 25% of schools for value-added scores. The scores indicate that a very high number of our students perform very well. In fact 95% of our students achieved above their target grade.

Most subjects in 2009 scored highly. Subjects which performed particularly well were:

Subject	A/B/C grade %
Art	100%
Economics	80%
Geography	100%
History	91%
Ivrit	100%
Law	91%
Maths	73%
PE	71%
Sociology	82%
Spanish	100%

Mathematics students performed particularly well last year with a total of 4 grade A out of a cohort of 11.

Art students achieved a total of 4 A grades and 1 B out of a cohort of 5.

In addition our HeadBoy, Eran Dotan achieved the highest grades of all Jewish students who sat their A levels in 2009:

4 A grades at A level and 3 A Grades at AS

RESULTS

