



**BEDSTONE**  
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# Sixth Form Handbook & Options 2015-2016

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## Headmaster's Welcome

I would like to extend a very warm welcome to our Sixth form Open Evening. I am delighted that you have decided to join us this evening and hope that what you see this evening will encourage your son or daughter to join our dynamic and enthusiastic Sixth form students at Bedstone.

Despite our relatively small size, I am proud of the range of subjects that Bedstone can offer post-GCSE. However, we are never complacent and hence we continually review our curriculum in order that it fits the needs of our students. We are fiercely proud of our non-selective ethos. What that means in reality is that there is a place for every student who wishes to join us, no matter what their academic ability. We will do what we can to meet individual needs and our curriculum team have a wealth of experience in producing personalised programmes of study for all those with specific needs; this includes individual lessons with our specialist learning support staff where appropriate.

Our academic subject staff are highly qualified specialists in their own right who are wholly committed to the ethos of Bedstone. For us, success is not simply a measure of the percentage A\* to C grades at A level. We celebrate success in its widest sense; as a function of effort and endeavour as well as attainment. Whilst we are justly proud of our students who achieve places at Oxford or Cambridge Universities, we are equally proud of those who leave us to enter the world of work. We accept and understand that every student is an individual and our focus will continue to be on building a sense of belonging and high levels of self-esteem amongst them all.

We have a very successful Careers and UCAS department in which we prepare our students for the next step in their lives. Events include visits to universities and Higher Education Fairs. Our students also receive personalised guidance from the local ISCO Officer. Every student has a personal tutor, who is a full time member of staff who has the role of assessing their progress, advising on how to address weaknesses and supporting them throughout the UCAS application process. It is this personalised support that separates schools like Bedstone from many Sixth form Colleges.

Unlike a number of Sixth form colleges, we also offer an impressive range of enrichment and social activities. There are opportunities to play many different sports, to take part in drama and theatre and music, to participate in activities such as the Duke of Edinburgh Award Scheme or debating, or to take part in study trips and sports tours abroad; and all this is done as part of our normal curriculum offer! In addition, our Head Sixth form is currently working on a number of new initiatives that will foster a greater sense of responsibility and maturity in our students and allow them to feel better prepared for life beyond school.

We believe that we can genuinely provide the structure and guidance that will enable our students to develop the necessary life skills so that they may face the future with great confidence. If you like what you see, please do make arrangements to discuss your child's needs with one of our team. If not, please let us know so that we can review what we do in order to better serve the needs of the young people in our care.



*David Gajadharsingh*

## Being a Sixth Former At Bedstone

The grades that you achieve at A Level are the key to your future and the only way that you will achieve high grades is through motivation - self-motivation. This is the big difference between the GCSE years and the Sixth Form. With the help of your tutor, you will learn how to organise your work load, manage your time efficiently and learn how to work on your own.

The Library will become an essential part of your life: looking up references and learning to summarise them; cross-referencing; reading around the subject and NOT just using the books that have been supplied. To make the most of the Library you must learn how to use it. Your tutor will help and the librarian is nearly always available either to help you find a resource or to obtain it for you.

Learning to take notes properly and then to write them up afterwards using reference books is probably the most important skill you will need to acquire before going to university. Your subject teachers and tutors will help you to develop this fully.

Your progress is assessed every term and an internal report will be written by the subject staff and discussed with you by your tutor and housemaster. If the self-motivation is lacking then progress will be slow and occasionally painful - if you are interested in the subject and make maximum use of your own time then success is assured.

If you find that a subject is not stimulating you, then consider changing the subject - but remember that after the first half term there is often too much to catch up on.

In addition to the lessons there will be lectures from visiting speakers, debates, visits, trips and a variety of other extra-curricular activities that you will need to attend.

Sixth Form life can be exciting and stimulating - provided that you make the effort and never lose sight of the final objective. The two years will disappear all too quickly and you will need to give much thought to the future. The careers department is always available for advice and the careers room is always open.

The Sixth Form Centre, located in the cellars of the main building, provides excellent common room facilities and a staff-run bar is available on Saturday nights – an ideal introduction to student life.

## Ethos and Expectations

The Sixth form is an extension of the main school with it's own unique identity and ethos. The objective is to equip the students with the skills, knowledge, self-sufficiency, and leadership and to lay "the foundations for Life".

We aim to encourage the students to develop social responsibility, to follow a curriculum that is wide and varied and allows them to demonstrate their own talents.

## Pastoral

The college seeks to provide a happy, secure, structured and supportive environment. We aim to create a community where students develop both their academic and personal potential and respect the needs of others. An important aspect of pastoral care is building students' self-esteem. Celebrating achievement and building self-esteem is a core value of the college and underpins our structures and procedures for pastoral care.

Fifth form students are allocated Tutors to form small personal groups, where strong relationships are fostered. The Tutor meets with their group twice a day with extended tutor time at least once per week.

If required students can meet for personal tutorials any day of the week. Tutors will advise on a whole range of issues from study skills through to UCAS applications. Tutorials take place on a one-to-one basis. Tutors will track the progress of their tutees and are expected to be in regular contact with parents.

Sixth formers are expected to be ambassadors for the college, and they are given a range of privileges reflecting the fact that they are young adults. As such they have leading roles in the school helping teachers to supervise children during lunchtimes and Prep. During the induction process on their first full day in the Sixth form the Pastoral Senior Management Team and the Head of Sixth Form will encourage Sixth formers to immerse themselves in the life of the college. For instance, they have opportunities to hone their leadership skills in terms of captaining competitive & boarding houses through to applying to be on the prefectorial body in the Upper Sixth form.

The Sixth form have their own Assembly time. Where pastoral, academic, careers and routine matters pertaining to the sixth form students are discussed.

## Academic

We are pleased that you are considering Bedstone for Sixth form. The College has in the past followed a very academically rigorous set of courses, and we are anxious to continue to academically encourage our students all the way. At the same time, we recognise that – as a non-selective school – we must be able to offer courses to students of all abilities and interests.

The subject option blocks are assembled each year based on feedback from Fifth formers who intend to stay at Bedstone and from outside candidates who have already signed up to join the Sixth form. Whilst we cannot guarantee that every student is able to study every AS level that they would wish, we are very proud of the fact that over 90% of the Lower Sixth gain access to their top 3 subjects at AS.

In the Lower Sixth in addition to seven class periods per week students are expected to work on their own initiative in their private study periods, in the evenings and at weekends. In the Upper Sixth class periods increase to eight at A2 level.

One guarantee that we can give is that the science subjects and Mathematics are always kept apart, to allow potential medics to gain access to the required subjects.

When choosing AS subjects, students should seek advice from the Heads of Department and also consider:

- their likely or actual performance at GCSE level in the subject
- whether it is possible to 'pick up' a subject having *not* taken it at GCSE
- their intended degree at university
- their intended career path
- how much they enjoy the subject

It is strongly recommended that students do not base their choices on such factors as staff, or friends who are likely to take the subject too.

AS and A2 courses are more intense than GCSEs. They require more work, and greater effort. It is expected that all students will have an ethos of application and care to their work.

They should also be prepared to read widely around subjects, to organise their free time and study periods effectively, and to set up an effective and thorough revision timetable in preparation for exams in January and June. With candidates studying only those subjects that genuinely interest or motivate them, it is hoped that it will not be necessary to cajole any student into working to the best of their ability.

As long as all students do give of their best, then they should find the Sixth form a rewarding and enjoyable experience.

## Admissions

Bedstone College is a non-selective College, although most AS courses have minimum recommended entry grade guidelines. Potential students with particularly strong skills in a certain area (academia, sport and so on) are encouraged to apply for a scholarship, further details of which can be obtained from the college website

## Learning Support

Additional Learning Support is available from the Learning Support Department for members of our Sixth Form, either on an *ad hoc* basis, or as regular timetabled individual lessons. We are able to help students work on improving a range of skills, such as study and revision skills, exam technique, note taking and organisation. We can advise and train students on the use of assistive technologies such as speech recognition software, digital audio note-taking software and so on. We also carry out any assessments necessary for exam access arrangements, and provide readers and scribes for public exams where appropriate.

## Careers

Bedstone College Sixth form careers programme offers group university visits, group presentations and individual tutoring. The Careers Room is equipped with current information about career opportunities, university courses, higher education prospectuses and information about other higher education institutions. Students receive guidance from their personal tutor with the support of the Careers Master and the Careers Officer. Early in the autumn term, Lower Sixth students spend a day visiting a university.

This helps them to form a clearer idea of what education at university level could offer to them and of the life of an undergraduate.

The majority of our Sixth form students continue to higher education, but the Careers Department also offers guidance about direct entrance into the professions and trades after A Level. Bedstone is a member of the Independent Schools Careers Organisation (ISCO) and has ready access to rich resources on any careers-related topic. We have strong links with the Army, Air Force and Navy Careers services, who make regular visits to the college. A number of our Sixth formers go for a short experience at Sandhurst, and some choose to continue on to the officer selection process.

Students attend the Higher Education Fair at Worcester where they can meet representatives of a wide range of universities. They can also attend seminars on topics such as how to apply to university and how the student finance system would work for them. In June, students sign into the UCAS online application system so that they can begin to apply to higher education institutions. They attend a morning workshop run by the Careers Officer to ensure they understand the UCAS process and how to draw up a successful application.

Applicants for courses such as medicine or to Oxford and Cambridge begin the application process immediately at the end of the Lower Sixth year and send off their completed UCAS application in the first part of the Autumn term.

Support carries on after A Level results day for those who may have fallen short of, or exceeded, their expectations.

## Facilities

The students have access to a library and a reading room. The library is stocked with newspapers, journals and academic texts. The students have access to the wireless network connection and a range of learning resource materials. These rooms are where students undertake private and quiet study outside of formal lessons. There is a degree of self discipline required, to aid with the preparation for university life, however senior members of staff monitor the number of study periods the students undertake.

## Extra Curricular

Life in the Sixth form reflects the ethos of the college, where we encourage our students to be well rounded and experience a wide range of sporting and cultural activities. To this end we offer a wide range of activities such as:-

**Activities:** In order to develop a broader experience the students take part in one of the many and varied after school activities offered by staff which include: Photography, Sports, Speech and drama, basic cooking skills, Dance, to name but a few.

**Sports:** All members of the Sixth form take an active part in a wide range of sporting activities: Rugby, Hockey, Football, Netball, Cricket, Rounder's, Athletics, Badminton, Tennis and can make full use of the onsite multi-gym. Again the Sixth form lead by example and are often seen helping to coach the younger students, and organising the House Teams.

**Gold Duke of Edinburgh Award:** Many of our Sixth form take part in the D of E Gold as one of their activities which they can complete within their sixth form. During the course they have to complete the following elements a Skill, Residential , Volunteering, Physical activity, culminating with the Expedition in Snowdonia.

**The Friday Forum:** Senior teachers and Invited guests present topical lectures to broaden the student's knowledge base and extend learning beyond the classroom. These lectures not only inform the students about the wider world but also get them used to the level of pace and knowledge of University lectures, they are encouraged to question and debate the topic being presented. Recent Topics that have been discussed include :-

- "The Ethics of Genetics"
- "The Theory of Relativity"
- "Theology and Popular Culture"
- "The Use of Crops and Biofuels"



## The Sixth Form Studies:

Informally known as the common room, this is where students can relax and enjoy themselves with access to refreshments, sky T.V. and darts when they are not involved with formal lessons or study periods in the library. They also have use of a kitchen to make hot drinks and snacks.



For all our Sixth form body the studies transforms itself on a Saturday night with an evening of supervised entertainment that involves a meal and a limited quantity of alcohol.

These evenings are themed and can include Fancy dress nights, Chinese New Year, Pub Quizzes; each of the ideas is formulated by the Sixth form Committee and overseen by the Head of Sixth Form.

**Music:** All students have access to one to one instrumental lessons that are provided by our peripatetic staff and include, drum, guitar, violin, piano and trumpet as well as singing lessons

**Ludlow Assembly Rooms:** Senior students are taken to this local venue to enjoy a wide variety of acts that can include comedians, band nights and cinema viewings.

**Dining experiences:** Senior students are taken to local restaurants where they enjoy a good hearty meal and a few drinks with the company of their own friends.

The college also holds every term at least two Senior Dining Club events where a guest speaker is invited to give a talk or presentation.



Head of Sixth Form & Careers  
[Mr Chris Braden](#)



## Introduction

This prospectus has been produced to give you, the prospective Sixth Form student at Bedstone College, a clear idea of each A Level course that is offered: why the course should be chosen, the demands that it will make and the requirements needed to enter it, other courses that fit well with the chosen subject, and the possible career options that the course will open up.

It is important that the right choices are made. There must be discussion with Heads of Department, tutors, Housemasters, careers staff and parents before the final choice is made.

The most important criterion for choosing a subject **MUST** be that you enjoy it. There is little point in choosing a subject just because you were good at it at GCSE level: A Level studies are, in the main, totally unlike their GCSE counterparts.

Recently (February 2013), the Department for Education initiated the reform of GCSEs and A Levels, asking Ofqual to implement changes that would lead to new qualifications. As a consequence, GCSEs and A Levels are being reformed in three phases, from September 2015 though to September 2017.

The New A levels will be linear, with assessment at the end of the two-year course in June. There are no longer any January exams. Coursework will be submitted for moderation in June only. There will be minimal coursework content. AS Level qualifications will not count towards the final grade of an A Level.

The new AS Levels, for first teaching from September 2015, will be stand-alone qualifications in their own right. They will remain broadly at their current standard. There will be one examination series each year, with the first assessment planned for June 2016. The AS Level qualification will not count towards the final grade of an A Level, where assessment of the whole course will take place at the end of two years' study. However, in some subjects, it may be appropriate for the AS to be designed to be co-taught with the first year of the A Level.

The majority of Bedstone's Sixth Formers will take either three or four A Levels. In the first year of the course four subjects will be taken. In the second year of the course either two or three subjects plus the EPQ will be pursued to A Level and either one or two AS levels may be taken up by candidates based upon their academic potential, should the timetable allow.

*NOTE: In the unlikely event that an AS course is undersubscribed the College reserves the right to withdraw the course for that academic year*

# Subject Choices:

- Art
- Biology
- **Business Studies:** *BTEC LEVEL 3 Subsidiary Diploma*
- Chemistry
- Design Technology
- English
- English as a Foreign Language (EAL)
- Extended Project Qualification (EPQ)
- Geography
- History
- Mathematics
- **Modern Foreign Languages:** *French + Spanish*
- Music
- Physical Education
- Physics
- Psychology

## ART

John Ruskin, the eminent Victorian Art Critic and thinker, said 'Fine Art is that in which the hand, the head, and the heart of man go together'. An all-round education is more than the training of the intellect; indeed, it is more than the developing of skills, though these are important aspects of personal development. But there should be room for all students to develop their intuition and imagination.

Art, as a subject available at Bedstone College, is one realm where manual, intellectual and intuitive qualities can be explored together, and study in this subject can be extended to AS and GCE A Level. For those students with other ambitions, Art is a good subject for adding breadth to their studies, and is more often than not a distinct advantage in getting students a place at University, whatever their chosen course, given that Art is seen as a good indicator of an applicant's creative potential. Universities are often more interested in the breadth of an education than in narrowly focused skills.

Of course, where students are interested in extending their Art education at a higher level, they are given every encouragement. The department is very supportive, giving advice, and support in formulating the required portfolio. A profession as a Fine Artist is a precarious one, but there are many areas in the Arts which have good career paths, and include; Graphic design/Illustration/Advertising; Photography; Industrial design; Interior design; Architecture; working in the Studio Crafts; textile and Fashion design; Teaching; and many more.

The study of drawing and painting, as expressive media, is an important part of the course, but there is scope to explore ceramics (both functional and sculptural), printmaking as well as digital media. It is important that students have an experience of a broad range of media, and scale, in exploring the variety of ways in which they express themselves. The Advanced course is designed to allow for a good level of self-discovery, in a controlled environment. While it may be that students wish to study art for one year only, to AS level, they are encouraged to sustain their study for the full two years, to A2, as the second year will bring greater maturity, individuality and independence to their work. It is important to note that the work at both levels is very intensive, in order to produce the quantity of coursework required by the syllabus.

At Bedstone we follow the OCR examination specification.

A levels are changing. The new specifications are being implemented in September 2015. There will be a new style AS exam and a separate GCE A level. AS will be a free-standing qualification and will be presented as a single module: the course will run through experimentation and accumulation of skills. The AS will have no coursework component and will be assessed on the exam-board set-task – the terminal examination, where the paper is issued early in the spring term and sat in the early summer. This is entirely practical. Projects begin from a common starting point, and develop through a series of objectives designed to; i) enhance existing skills; ii) explore and discover the prevailing culture; and iii) assimilate this knowledge, through imagination, into a student's own ideas.

GCE A level will be a two year course where the coursework and terminal exam will make a 120-80 split. The coursework builds on the experimentation and skills described in the AS specification, with a greater emphasis on the realisation of personal ideas. The course includes a thorough personal study – an academic element allowing students to investigate, in depth, a topic of their own choosing.

While the course is designed to allow students to acquire some idea of what it is to be an artist, it is not intended only for those who wish to seek a profession in the Arts. Pure enjoyment of the subject coupled with a demonstrated ability to tackle subjects in an analytical, interpretative and imaginative way will be the pre-requisite for all students considering this subject at 'A' Level. Candidates should have achieved a grade 'A\* to B' at G.C.S.E., and should be ready and willing to do a great deal of work in their own time.

## **BIOLOGY**

**Why Study Biology?** Biology is an interesting and relevant subject. It focuses on the understanding of life processes and helps with the understanding of many of the social issues with which we are faced. Biology is a complex science and offers good training for critical thinking. There are many opportunities for employment in the expanding biotechnology industries alongside the more traditional areas of medical and veterinary science.

### **Entry Requirements:**

Normally, you will need to have a minimum of a B grade pass in both science and additional science. If you have studied biology as a separate science (all 6 modules), then your chances of success are much higher.

### **Course – OCR Biology A**

Biology A is split into six modules: Modules 1 to 4 constitute the stand-alone AS Level qualification; Modules 1 to 6, combined with the Practical Endorsement, constitute the full A Level.

The modules can be summarised as:

**Module 1:** Development of practical skills – this module underpins the whole of the specification, and covers the practical skills that students should develop throughout the course. The practical skills in this module can be assessed within written examinations.

**Module 2:** Foundations in biology – Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and cellular organisation.

**Module 3:** Exchange and transport -Exchange surfaces; Transport in animals; Transport in plants.

**Module 4:** Biodiversity, evolution and disease

**Module 5:** Communications, homeostasis and energy - Excretion as an example of homeostatic control; Neuronal communication; Hormonal communication; Plant and animal responses; Photosynthesis; Respiration.

**Module 6:** Genetics, evolution and ecosystems - Patterns of inheritance; Manipulating genomes; Cloning and biotechnology; Ecosystems; Populations and sustainability.

### **Assessment**

At AS Level: *Assesses any content from Modules 1 to 4.*

At A Level: *Assesses the content from Modules 1 to 6.*

The exam papers will be designed to be accessible to students of all abilities, but each paper will include “stretch and challenge” questions designed to give the high fliers the opportunity to show their potential.

Biology is taught in a well equipped laboratory and in a science seminar room with interactive whiteboard and video facilities. The pass rate at A2 has been high for several years and many students achieve A and B grades and study the subject or related subjects at their first choice universities. We acknowledge, however, that not all students can access the highest grades and endeavour to achieve the best from all, regardless of ability.

Biology can be taken as a stand alone science, but we find that Chemistry is fundamental to achieving top grades and would recommend this an option at least to AS level. Biology also supports Sports Studies and Geography.

## **BUSINESS STUDIES**

### **BTEC LEVEL 3 Subsidiary Diploma**

The Business Studies Department at Bedstone College offers a BTEC Level 3 course in the Sixth Form. The course considers many aspects of the world of business including business ownership, internal organisation and planning, people in organisations, production, marketing, international trade and the economic environment.

It is delivered via the same number of lessons per week as an AS/A2 course in combination with the other subjects in your timetable. The course is divided into a series of “units” of which three are studied during the L6 and three in the U6. Assessment takes place throughout the course by written assignments that are based on your independent research and require you to apply business ideas from the unit that you are studying at the time.

Each unit carries “credits” towards the final qualification, and the number of units that you have studied determines the BTEC qualification for which your work can be submitted. At the end of the L6, should you wish to submit your work from the three units for accreditation, you would be awarded a *BTEC level 3 Certificate in Business Studies* which is equivalent to one AS.

At the end of the U6, once the work from the six units covered is submitted for accreditation, you will be awarded a *BTEC level 3 Subsidiary Diploma in Business Studies* which is equivalent to one A level.

Results are graded at *Distinction\**, *Distinction*, *Merit* or *Fail*. A *Distinction\** in the level 3 Subsidiary Diploma is of equal value to an A\* grade at A2 level, a *Distinction* is equal to a grade A, a *Merit* equal to a grade C and a *pass* equal to an A2 grade E.

**During the L6 you study the following subject areas:-**

#### **Unit 1 The Business Environment**

- The range of businesses and their ownership
- How businesses are organised to achieve their purpose
- The impact of the economic environment on business

#### **Unit 2 Business Resources**

- How human resources are managed
- The purpose of managing physical and technological resources
- How to access sources of finance
- Interpretation of financial statements

#### **Unit 3 Introduction to marketing**

- The role of marketing in organisations
- The use of marketing research and marketing planning
- How and why consumer groups are targeted
- Developing a coherent marketing mix

During the U6 students study:-

#### **Unit 4 Business Communication**

- Different types of business information
- Effective presentation of business information
- Understanding the issues and constraints in relation to the use of business information in organisations
- Use of appropriate methods to communicate business information. **The course then finishes with two “optional” units.**

## CHEMISTRY

Most students embark on A Level Chemistry having successfully completed the single subject or double award Science at GCSE level at Bedstone.

Entry from external students is possible for those who have obtained a good grade in an Integrated Science or Chemistry course.

All students study the OCR syllabus which consists of six units of assessment. All the examinations are sat at the end of the two years of study. Together these amount to a standard A-level course consisting of Physical, Organic and Inorganic Chemistry. It is possible to finish studying after one year and sit the AS examination.

The course itself is designed to encourage three major objectives i.e. knowledge and understanding, handling and applying information, and experimental skills. While the serious study of Chemistry at this level demands great application the rewards are worthwhile.

A good A-level grade can provide a platform for university entrance to any Science/Technology subject. For those wishing to study the pure or applied subject further it will come as no surprise that chemists are involved in a broad range of industrial processes which sweep across the board of modern commercial life.

The possibility of involvement in exciting areas such as Medicine, Biochemistry, Agrochemistry, Polymers and Plastics, Textiles, Pharmaceuticals, Cosmetics, Brewing, Environmental Health, Engineering, Forensic Science etc. should provide its own stimulus.

While the course is not for the faint-hearted every assistance and encouragement is given, if necessary on a personal level. The teaching laboratory is bright, modern and well equipped to cope with the demands of a practical discipline while helpful resources such as the library are available outside the classroom.

The department also subscribes to a website that virtually teaches and tests the students on every aspect of OCR A-level chemistry. The department prides itself on a good record of examination success with a high proportion of students going on to university.



## **DESIGN TECHNOLOGY**

The AS/A2 course is intended to offer students the opportunity to study, propose and manufacture prototype solutions to designing and making situations closely linked to the real world of product manufacture.

Topics studied include:-the design process; materials technology; manufacturing methods; prototype, batch and mass production methods; graphic skills including both instrument and freehand drawing as well as rendering and enhancement techniques; practical workshop skills involved in model and prototype making; the use of I.C.T. for presenting reports and data as well as practical use of an exceptionally well equipped CAD/CAM suite; ergonomics; the social, moral, cultural, ethical and environmental impact of design and manufacture.

Growing expertise in these areas will enable students to: - analyse design situations and manufacturing requirements; propose alternate solutions through a variety of media; make, test and, where appropriate, modify models and prototypes; propose and describe suitable materials and manufacturing processes for mass production.

### **Assessment**

#### **AS : Product Design and Manufacture – 60%**

This is the coursework module:

1. Product Investigation – an in depth study of a product of your choice – investigate materials and their properties, manufacture processes and analyse their suitability.
2. Design – produce a range of design solutions to “any problem” area of your choice. Demonstrate a range of design techniques, CAD and modelling skills. Analyse and then select the use of suitable materials.
3. Manufacture – produce a range of high quality products to demonstrate a high level of practical skills.

#### **Examination – 40%**

The study of commercial manufacture techniques, new technologies, smart materials, also Issues relating to sustainability and the study of influential Designers and design movements.

#### **A2: Product Design and Manufacture – 60%**

This is the coursework module, where students are expected to design and manufacture a solution to a problem. The project is based on need for a client / user group and involves the need to identify commercial processes.

#### **Examination – 40%**

The further study of Materials, their properties, manufacturing processes and technologies, CAD / CAM.

Design Technology is widely accepted as a science subject for university applications, it provides a good insight into Engineering (Mechanical, Aerospace, Materials), Manufacture Technology, Product Design, Architecture to name but a few. Careers in these subjects are very rewarding and opportunities for employment are very strong. Students who wish to investigate Engineering as a career are advised to attend Headstart, Smallpiece Trust Engineering experiences – the department has a strong record of supporting prospective Engineering students.

## **ENGLISH LITERATURE**

### **Why choose AS and A Level English Literature at Bedstone?**

The English Department at Bedstone is excited by the imminent changes to A Level English Literature, for first teaching in the autumn term, 2015. The exam board we follow, AQA, has worked closely with teachers and universities to develop a relevant, engaging and up-to-date specification that approaches the reading and study of Literature through the lens of genre and theory, encouraging the independent study of a range of texts within a shared context, giving logic and meaning to the way that texts are grouped for study. This unifying approach facilitates the inclusion of a range of wider reading, thus extending students' experience and appreciation of Literature.

Offering clear progression from GCSE, this course allows students to build on the skills and knowledge already gained, enabling them to prepare for their next steps.

The variety of assessment styles used, such as passage-based questions, unseen material, single text questions, multiple text questions, open- and closed-book approaches, allows students to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research, which are valuable for both further study and future employment.

### **Choice and flexibility**

With a choice of genres for each paper and authors for study, your teachers will choose texts that will be most appealing and of most interest to students.

Teaching AS and A-level together

Both AS and A-level courses provide strong stand-alone qualifications that are fully co-teachable. This allows the English Department to choose the approach that best suits its students' needs.

### **Independent learning**

The A-level non-exam assessment component provides opportunities for students to pursue their own areas of interest and develop personal and independent learning skills. This includes the option of writing creatively through the re-creative option. Through the integration of a Critical Anthology with A-level non-exam assessment study, students are able to explore some of the critical and theoretical approaches that form the basis for literary study, which in turn informs and illuminates their own reading of texts.

This qualification is linear. Linear means that students will sit all the AS exams at the end of their AS course and all the A-level exams at the end of their A-level course.

### **Paper 1: Literary Genres**

- Choice of two options:
- Option 1A: Aspects of Tragedy
- Option 1B: Aspects of Comedy
- Study of three texts: one Shakespeare text; a second drama text and one further text, of which one must be written pre-1900

### **How will this be assessed?**

- Written exam: 2 hours 30 minutes
- Closed book
- 75 marks
- 40% of A-level

### Question types:

- Section A: One passage-based question on set Shakespeare text (25 marks)
- Section B: One essay question on set Shakespeare text (25 marks)
- Section C: One essay question linking two texts (25 marks)

### Paper 2: Texts and Genres

- Choice of two options
- Option 2A: Elements of Crime Writing
- Option 2B: Elements of Political Writing
- Study of three texts: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900
- Examination will include an unseen passage.

### How will this be assessed?

- Written exam: 3 hours
- Open book
- 75 marks
- 40% of A-level

### Question types:

- Section A: One compulsory question on an unseen passage (25 marks)
- Section B: One essay question on set text (25 marks)
- Section C: One essay question which connects two texts (25 marks)

### 3. Non-exam assessment: Theory and Independence

- Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology.
- Two essays of 1250 -1500 words, each responding to a different text and linking to a different aspect of the Critical Anthology.
- One essay can be re-creative. The re-creative piece will be accompanied by a commentary.

### How will this be assessed?

- 50 marks
- 20% of A-level
- Assessed by teachers
- Moderated by AQA

## **ENGLISH AS AN ADDITIONAL LANGUAGE** **(EAL)**

Bedstone College offers support in English as an Additional Language to all pupils who are not native speakers of English. For pupils up to Fifth Form, we focus on developing language skills that facilitate full integration into all aspects of college life. The emphasis of teaching is on communication and encouraging learner independence in both social and academic contexts. Subject specific content concerns the vocabulary, grammar structures and language functions that are needed to complete assignments and to participate across all mainstream classes.

This type of support continues to be available to sixth formers and can be arranged on an individual basis to fit around each student's timetable. ***However, such provision is separate to the EAL Sixth Form option which operates independently of all other subjects and is designed specifically to prepare pupils for the IELTS (International English Language Testing System) qualification.***

### **About IELTS:**

Educational institutions, employers and government immigration agencies require proof of English language skills as part of their recruitment or admission procedures. The IELTS scoring system is recognised globally and is currently accepted by over 9,000 organisations worldwide. Last year over 2 million people took the exam. Most Bedstone pupils will take their examination during their second year of sixth form study.

### **Marks and university requirements:**

Candidates are graded on a scale of 0-9 in each of the four skills of language learning; reading, writing, speaking and listening (see table). Most universities accept average scores in bands 6 or 7 as being suitable for undergraduate study in English. It is, however, important to note that requirements vary between universities and across subject areas. As such, you should check this information carefully when making an application.

### **Areas of focus during the course:**

- Developing a wide range of academic vocabulary
- Summarising and categorising information
- Improving reading skills such as scanning and skimming
- Identifying key ideas in a monologue, dialogue or written text
- Pinpointing and interpreting detailed information
- Following descriptions, explanations and directions
- Recognising and describing relationships between ideas / facts / events such as cause and effect
- Improving grammatical range and accuracy
- Analysing data (trends, comparisons and contrasts)
- Developing coherence and cohesion in written texts
- Increasing fluency and improving pronunciation
- Practicing effective examination techniques

The IELTS band score scale	
9	Expert user
8	Very good user
7	Good user
6	Competent user
5	Modest user
4	Limited user
3	Extremely limited user
2	Intermittent user
1	Non user
0	Did not attempt the test

Further information about IELTS and the content of the examination can be found on the following website: [www.ielts.org](http://www.ielts.org)

## **EXTENDED PROJECT QUALIFICATION**

At Bedstone, we believe that all VI Form students should be given the opportunity to broaden their education beyond what they would usually do in the classroom. We will expect all students to undertake the Extended Project Qualification, (EPQ).

This is a relatively new qualification and carries a UCAS tariff of half a full A-level. As well as exploring ideas outside the curriculum we believe that taking the EPQ will hone some of the necessary research and presentation skills that are vital for success at university. It is hoped that by offering and developing the EPQ at Bedstone, we will allow our students to bridge the skills gap between sixth form and undergraduate study.

### **Course: Level 3 Extended Project Qualification (AQA)**

#### **Overview:**

The EPQ allows each student to embark on a largely self-directed project. They start by taking responsibility for the choice and design of an individual project and during the process students will:

- mature into critical, reflective and independent learners
- develop and apply decision-making and problem-solving skills
- increase planning, research, analysis, synthesis, evaluation and presentation skills
- apply new technologies confidently
- demonstrate creativity, initiative and enterprise.

We hope that the EPQ will help to motivate students by allowing them to pursue personal interests not covered by traditional qualifications and also being able to use their new skills in other areas of study.

## GEOGRAPHY

A-level Geography at Bedstone College covers a broad range of topics from both human and physical geography. Geography enables students to explore and learn about the world beyond Bedstone and to gain an understanding of man's interaction with the environment in places as diverse as Canada and the Middle East.

Are natural disasters becoming more frequent? What is 'peak oil' and has the world reached it yet? Who owns the Arctic and its hidden resources?

Many of the issues that are faced in the world today are covered in this exciting and relevant course.

**AS level:** The course consists of two core themes:

**Global Challenges:**

- (a) The world at risk
- (b) Going Global

**Geographical Investigations:**

- (a) Physical
  - (i) Extreme Weather or
  - (ii) Crowded Coasts
- (b) Human
  - (i) Unequal Spaces or
  - (ii) Rebranding Places

These two units will be studied in two 15 week blocks. Students will be encouraged to use a wide range of skills including ICT. Fieldwork at AS level is an essential part of the course; especially in unit two where students will attend a residential trip to the coast.

**A Level:** The course consists of two core themes:

1. **Contested Planet:** This topic includes key issues such as: - energy security, water conflicts, biodiversity under threat, super power geographies, bridging the development gap and the geography of technologies.
2. **Geographical Research:** Exploration of issues such as tectonic hazards, cold environments, the food supply problem, cultural diversity, pollution and health risk and consuming the rural landscape.

The A level units are taught separately with 'contested planet' topics linking together to form a 'synoptic' unit. The 'geographical research' unit is far more independent with emphasis placed on students own reading and research both in and outside the classroom.

**How is the course assessed?**

The assessment is based on written examinations. At AS level there will be structured questions requiring short answers and pieces of extended writing. At A level some pre-release examination material will be available and independent report writing is examined.

**What can be achieved with geography qualifications?**

Geography provides students with a wide variety of skills important for university and employment including interpretation, analysis and presentation of data, excellent research skills and an active interest in the world beyond their local area. A number of students go on to study Geography at university or to study related subjects such as business, agriculture, engineering, environmental science or geology.



## **HISTORY**

***“Why should I study History? I don’t want to be a History teacher!”*** This question, or a variation of it, is probably the most common that is asked of any History teacher in any school.

History as a subject may have limited application. Not many jobs require you to discuss the development of the spear, or need you to give a minute-by-minute account of the Battle of Hastings. (However, you may be interested in it nonetheless.)

Yet the skills that History teaches you, as a discipline, are relevant in almost all high-flying careers. Journalists, politicians, designers, civil servants, diplomats, businessmen, presenters...they all need to be able to persuade. That is one skill that History teaches you – writing a persuasive essay, and showing a consistency of argument. Doctors, lawyers, investigators, police, financial advisers...all of these careers need the individual to be able to look at evidence and draw conclusions from it.

That is a second skill that History teaches you – using evidence to support your statements. Then there is the argument that History can have an impact where you may least expect it – such as in computer game design!

At Bedstone we study OCR History, the same exam board we study for GCSE. From 2015 the new specification will be taught at the College. The modules allow students to study a wide variety of topics, suiting a wide range of interests.

Due to the A level reforms AS level history is now a ‘stand-alone’ qualification. Meaning that students will now opt to study for either AS or the full A level in history. The modules for AS history are the same as those studying for the full A level in history, but those studying AS level will complete two modules out of the four required for the full A level

### **The AS history course comprises of:**

- Dictatorship and Democracy in Germany 1919-1963 - worth 50% of the AS level
- England 1547–1603: the Later Tudors - worth 50% of the AS level

Two exams are then sat at the end of the academic year.

### **The A level history course comprises of:**

- Dictatorship and Democracy in Germany, 1919-1963 - worth 15% of the A level
- England 1547–1603: the Later Tudors- worth 25% of the A level
- Thematic History: Russia and its Rulers, 1855-1964 - worth 40% of the A level
- Coursework: essay of 3,000-4,000 words on the topic of the students choice- worth 20% of the A level

Three exams are then sat at the end of the two year course.

History need not be studied in conjunction with any other particular subjects – it is widely recognised as an academic force independent of other choices. However, languages and other humanities are perhaps the most obvious courses associated with it. Students of History will be expected to have achieved at least a ‘B’ grade in History at GCSE (if taken, or a ‘B’ grade in equivalent subjects if not). All students are expected to apply themselves fully to all tasks, to bring enthusiasm and commitment to the subject, and to involve themselves thoroughly in History as both a subject and a discipline.

## **MATHEMATICS & FURTHER MATHEMATICS**

Since September 1994 the Maths Department has followed what is known as an A level modular course with the Cambridge Board. Modular A level offers a more flexible approach to study. Students study 6 modules and these are examined separately in each module by a traditional 1 hour 30 minutes written examination.

**Study Units -Lower Sixth :** In the Lower Sixth, the department offers both A/S Maths and A/S Further Maths. Those doing A/S Further Maths need also to do A/S Maths.

The **A/S Maths** course comprises of three modules:

- Core 1 – This reinforces ideas met on the higher GCSE course in particular, algebraic techniques, graphs, geometry etc. It also introduces ideas of differentiation.
- Mechanics 1 – This introduces the laws of motion, including applications to forces and acceleration. This is particularly useful for candidates studying Physics as a separate A Level.
- Core 2 – This introduces the concept of integration and develops the Core 1 syllabus further.

The **A/S Further Maths** course comprises of three modules:

- Decision 1 – This comprises of algorithms and techniques for sorting data such as bubble sorts. Network diagrams are also considered.
- Further Pure 1 – This extends ideas met in Core 1
- Mechanics 2 – Again this extends the ideas of Mechanics 1 and deals with new topics such as circular motion, projectiles and variable forces.
- *THERE IS AN OPTION, BECAUSE OF THE FLEXIBILITY OF THE MODULAR SYSTEM, FOR THE COMBINATIONS LISTED ABOVE TO BE MODIFIED AS FOLLOWS. FROM SEPTEMBER 2013 IT WILL BE POSSIBLE FOR CORE 1, CORE 2, DECISION 1 AND THE MAJORITY OF MECHANICS 1 TO BE TAUGHT IN THE LOWER SIXTH. THIS WILL MEAN THAT NOT ONLY WILL A/S MATHS BE COMPLETED IN ONE YEAR BUT ALSO THE A/2 COURSE WILL BE COMPLETED EARLIER IN THE UPPER SIXTH ALLOWING MORE TIME TO BE SPENT ON REVISION. IN ORDER TO ALLOW THIS OPTION THERE WILL BE AN EXTRA 5 MATHS LESSONS A WEEK IN THE LOWER SIXTH DURING THE SPRING TERM. THOUGH THIS CREATES EXTRA WORK FOR A TERM IT WILL TAKE OFF A LOT OF PRESSURE IN THE UPPER SIXTH. THE LOWER SIXTH, IF FOLLOWING DECISION MATHS WILL NO LONGER NEED TO STUDY STATISTICS 1 WHICH WILL REVERT TO A FURTHER MATHS MODULE.*

**Study Units -Upper Sixth :** The **A/2 Maths** course comprises of three modules as follows:

- Statistics 1 -This develops ideas met in higher GCSE Maths such as means, mode, medians and interquartile ranges. New ideas include; permutations and combinations, linear regression & discrete variables.
- Core 3 -This develops series expansions, higher level differentiation and integration techniques, binomial theorems and iterative methods.
- Core 4 -This develops knowledge of trigonometric functions (in particular how to integrate and differentiate them), vectors and differential equations.

The **A/2 Further Maths** comprises of three modules as follows:

- Mechanics 3 -This comprises of vertical motion, impulse and frame works. Other ideas met in Mechanics 1 & 2 are extended.
- Statistics 2 -This comprises of sampling techniques and various distributions.
- Further Pure 2 -This comprises of matrix manipulation and higher level algebraic techniques.

Careers: An AS or A-level award in Maths is a highly sought after qualification by many employers. Doors will open onto the following career areas; Scientific work, Business, Finance, Banking, Engineering, Civil Service ..... the list is endless.

## MODERN LANGUAGES

### French + Spanish

As a general rule we Britons have a very poor reputation when it comes to speaking foreign languages. December 1990 saw the breakthrough in the Channel Tunnel, trade restrictions in Europe were eased in 1992, and former country border posts disappeared. January 2002 brought an almost totally integrated Europe with the introduction of the Euro, so it is high time, therefore, that we began taking foreign language learning more seriously. We are going to be severely disadvantaged in the future if we cannot conduct business communications to sell our products or market our services. Great Britain still has not embraced the Euro, indeed most Western Europeans speak English, but that is no reason for us not to try to learn more about our European neighbours, their culture and at least one of their languages. You do not need to look beyond Bedstone to see that Germany, Spain and many other countries feel that languages are very important.

To this end we offer students at Bedstone, French and Spanish to AS and A2 level. The emphasis throughout is on communication: students learn to analyse and evaluate information from texts, research journals, newspapers etc.: they also learn to express ideas, opinions and feelings, listen, argue a case and convey knowledge both orally and in written reports. A main course book covers the main topic areas and all the grammar and vocabulary required for A/S and for A2, but all students are encouraged to research themes in the target language, for which the internet and other media are ideal sources.

The course we follow now comprises four modules, two to A/S worth 50% of the final A2 grade and two further modules to complete A2. Both levels follow a very similar pattern nowadays, with A2 requiring more academic rigour and covering broader issues. Each student must prepare a theme for oral discussion at A/S and a couple of further topics for an A2 speaking module and will sit examinations involving a variety of tests to assess reading, writing and listening skills at both levels. An A\*, A or B grade at GCSE is desirable for entry to the course.

Languages can be used to complement other subjects in order to enhance career prospects but can also lead to careers in teaching, secretarial work, the Civil Service, libraries, travel and tourism, hotel catering and management, journalism, marketing and distribution and now, with the opening of Europe, law, insurance, business and accountancy join an almost endless list.

#### AS Modules

- |  |     |
|--|-----|
| • Speaking – role play / card & discussion of a chosen topic | 15% |
| • Listening, Reading & Writing – variety of tests            | 35% |

#### A2 Modules – Both AS modules + 2 A2 modules

- |   |     |
|---|-----|
| • Reading & Speaking – unseen topic discussion and chosen topic(s) discussion | 15% |
| • Listening, Reading & Writing – variety of tests                             | 35% |

A/S modules will be taken at the end of the first year in Sixth form. The A2 modules are sat at the end of the two-year course. All four modules count towards final A2 grades, but AS can stand alone. After next year it is likely that all exams are taken at the end of the course.

## AS-Level Spanish:

A-level Spanish helps students develop confident, effective communication skills in Spanish and a thorough understanding of the culture of countries and communities where Spanish is spoken. It develops an interest in, and enthusiasm for, language learning and encourages students to consider their study of the language in a broader context.

Students will develop their ability to write and speak in Spanish with accurate grammar and syntax for a range of purposes and to understand written or spoken Spanish in a variety of contexts and genres.

It is a considerable step up from GCSE and will be far more challenging - however due to the broader nature of study at this level, it will also be far more interesting!

### At AS level, candidates are required to:

- explore and develop understanding of contemporary society, culture and heritage (this can be of a Spanish-speaking country, or of the UK);
- research themes in Spanish (using the Internet and other media), and organise, analyse and evaluate this information to express ideas, explanations, opinions and feelings, or argue a case - both orally and in written reports;
- listen and respond to a variety of authentic spoken sources;
- demonstrate flexibility when communicating in speech and in writing;
- understand and apply more complex grammatical structures;
- transfer meaning from English to Spanish and vice versa.

### 4 topics will be studied over the year:

#### Media

*Television*  
*Advertising*  
*Communication technology*

#### Popular Culture

*Cinema*  
*Music*  
*Fashion/trends*

#### Healthy Living/Lifestyle

*Sport/exercise*  
*Health and well-being*  
*Holidays*

#### Family and relationships

*Relationships within the family*  
*Friendships*  
*Marriage/partnerships*

Students will be expected to do plenty of independent research on these topics and the bullet points listed underneath, and subsequently develop strong opinions that they will be able to discuss in-depth, in both spoken and written form. However, within each bullet point, they have the flexibility to research areas that interest them, so it is advisable that they investigate aspects of the topic about which they feel strongly (positively or negatively). There is also a strong focus on Spanish grammar and the ability to use a wide range of vocabulary to present and discuss opinions.

### Assessment will be as follows:

#### Unit 1: *Listening, reading and writing.*

- It is worth **110** marks
- It is assessed externally during one 2-hour external exam in July.
- It represents **70%** of the marks for AS level.

#### Unit 2: *Speaking.*

- It is made up of three parts totalling **50** marks
- It is assessed internally during July
- It is determined by:

1. A 5-minute discussion worth **10** marks, which candidates have 20 minutes to prepare beforehand
2. A 10-minute presentation/discussion worth **25** marks, which can be prepared in class/at home
3. An overall mark awarded by the assessor for grammar knowledge of parts a and b, worth **15** marks.

It represents **30%** of the marks for AS level.

## AS-Level French:

A-level French helps students develop confident, effective communication skills in French and a thorough understanding of the culture of countries and communities where French is spoken. It develops an interest in, and enthusiasm for, language learning and encourages students to consider their study of the language in a broader context.

Students will develop their ability to write and speak in French with accurate grammar and syntax for a range of purposes and to understand written or spoken French in a variety of contexts and genres.

It is a considerable step up from GCSE and will be far more challenging - however due to the broader nature of study at this level, it will also be far more interesting!

At AS level, candidates are required to:

- explore and develop understanding of contemporary society, culture and heritage (this can be of a French-speaking country, or of the UK);
- research themes in French (using the Internet and other media), and organise, analyse and evaluate this information to express ideas, explanations, opinions and feelings, or argue a case - both orally and in written reports;
- listen and respond to a variety of authentic spoken sources;
- demonstrate flexibility when communicating in speech and in writing;
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Students will be expected to do plenty of independent research on these topics and the bullet points listed, and subsequently develop strong opinions that they will be able to discuss in-depth, in both spoken and written form. However, within each bullet point, they have the flexibility to research areas that interest them, so it is advisable that they investigate aspects of the topic about which they feel strongly (positively or negatively). There is also a strong focus on French grammar and the ability to use a wide range of vocabulary to present and discuss these opinions.

Assessment will be as follows:

Unit 1: *Listening, reading and writing.*

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It represents **30%** of the marks for AS level.

## **MUSIC**

The AS Course is split into three main topics. In brief, the topics include the following

### **Performing – 30%**

Pupils are required to submit a recording of a program of their choice lasting between 5 -7 minutes. Pupils may perform solo or ensemble items or a mixture of both. Pupils will need to perform pieces of grade 5 standard or above to access the top marks for performances. All pieces must be recorded in one continuous take but can be recorded at any point during the year.

Performances are internally marked and externally moderated.

### **Composing – 30%**

Pupils are required to submit a composition based on one of the 4 given Edexcel briefs (published September 1<sup>st</sup> each year) which lasts at least 3 minutes. Pupils will use music software such as Sibelius and Muscore to produce scores and recordings of their works. (50% of final composition mark). Pupils undertake a 1 hour controlled assessment where they write about their compositional processes and pieces which influenced their own composition. (50% of final composition mark)

Compositions are externally marked.

### **Developing Musical Understanding – 40%**

Pupils will sit a 2 hour exam containing 3 sections

- Listening – Questions on Extracts of Music from selected Set Works
- Investigating Musical Styles – Recognising Chords and harmonies on a skeleton score and writing two essays on questions relating to selected Set Works.
- Understanding Chords and Lines – Completing a cadence of a Bach Chorale for SATB voices

Set works are studied in class throughout the year and essay writing skills are developed alongside this detailed analysis. This assists pupils with both the listening questions and the essays questions.

The study of western classical (Diatonic) harmony and use of chord progressions enables pupils to become familiar with recognising chords and understanding how they are utilised at cadences in Bach Chorales. This follows on from aspects of the GCSE course, especially the set works studied in Area of Study 1.

Pupils interested in taking AS music should be Grade 5 standard on their principal instrument (including popular and rock instruments) or voice (classical or popular) and be fluent at reading musical notation. An understanding of harmony is also an advantage in undertaking this course and it is advised that pupils will have studied Music at GCSE level, achieving a B grade or higher.

## **PHYSICAL EDUCATION**

Each pupil will complete PHED 1 and PHED 2 in their first (AS) year.

PHED 2 is the practical element and is worth 40% of the AS grade with the exam (PHED 1) being worth 60%.

For their A2 year the practical element will be worth 40% (PHED 4) with the exam (PHED 3) being worth 60%.

Unit 1 – PHED1: Opportunities for and the effects of leading a healthy and active lifestyle.

- 60% of AS, 30% of A Level
- 2 hour written examination
- 84 marks
- Two sections:
- Section A – six structured questions
- Section B – application of theoretical knowledge to a practical situation

### **Unit 2 – PHED2:**

**Analysis and evaluation of physical activity as a performer and/or in an adopted role/s.**

- 40% of AS, 20% of A Level
- Internal assessment with external moderation
- 100 marks
- Candidates perform, analyse and evaluate the execution of core skills/techniques in isolation and in structured practice as either a player/performer and in an adopted role or two adopted roles.

Available in June only

### **Unit 3 – PHED3:**

**Optimising performance and evaluating contemporary issues within sport.**

- 30% of A Level
- 2 hour written examination
- 84 marks
- Three sections:
- Section A – how exercise physiology can optimise performance
- Section B – how application of psychological knowledge can optimise performance
- Section C – contemporary influences in sport and their impact on the performer.

### **Unit 4 – PHED4:**

**Optimising practical performance in a competitive situation.**

- 20% of A Level
- Internal assessment with external moderation
- 120 marks
- Candidates perform, analyse and evaluate their own performance, identify areas of performance that they could improve, and suggest causes and appropriate corrective measures. AS + A2 = A Level

## **PHYSICS**

For those who have a definite career in mind and perhaps want to become engineers, research scientists, doctors or architects, a knowledge of physics is essential.

Requirements for entry into many other professions also demand qualifications in physics. Although not essential, a knowledge of physics can also be useful for others from the business man wanting to understand the processes being used in his factories to a parent answering a child's question.

A physicist tries to understand and explain the behaviour of matter and energy. From such fundamental ideas spring the whole of engineering and technology. Physics is therefore interesting in its own right as an intellectual discipline; it is also fascinating in its practical applications. An A level in Physics will demonstrate to your future employer the ability to reason logically and deal with complex information.

Physics is a demanding subject: you require the ability to make careful measurements and interpret those results within a theory of knowledge.

The Scheme of Assessment for the Cambridge AS consists of 2 units assessed externally. The A2 consists of 3 externally assessed exams along with a practical endorsement which is internally moderated and reported on separately.

In the Lower Sixth in addition to seven class periods per week students are expected to work on their own initiative in their private study periods, in the evenings and at weekends. In the Upper Sixth class periods increase to eight at A2 level.

- **AS Modules**

Module 1 - Development of practical skills in Physics.

Module 2 - Physical quantities and units, scalars and vectors, measurements.

Module 3 - Motion, forces in action, work, energy and power, materials, Newton's laws of motion and momentum.

Module 4 - Charge and current, energy, power and resistance, electrical circuits, waves and quantum Physics.

- **A2 Modules**

Module 5 - Thermal Physics, Circular Motion, Oscillations, Gravitational fields, Astrophysics

Module 6 - Capacitors, electric fields, electromagnetism, nuclear and particle physics, medical imaging

## **PSYCHOLOGY**

### **What is Psychology A-level about?:**

Psychology is all about human behaviour and what dictates it. Why do people react to certain things in certain ways? What can make people happy or sad, and how can we use that in the modern world? Learning Psychology will teach you all about the behaviour of people and how their minds work, which can be useful everywhere.

### **Why study Psychology?**

If you are fascinated by the idea of understanding the brain and want to grasp the complexities of human behaviour Psychology A-level is for you.

In lessons, you may be exploring various areas to do with cognitive, behaviour, developmental and even biological psychology by focusing on issues such as memory, child and adult developmental stages, social behaviourism, abnormalities in behaviour, physiological responses and psychological research methods. As you progress, you will learn more about critical issues related to the mind, behaviour and thinking style by exploring the physiological and psychological explanations on specific issues such as biological rhythms, relationships, gender, psychological disorders and many more.

Psychology will offer you a unique academic experience. You will need to be able to learn scientific information such as the aims, procedures and findings of studies but you will also need to be able to evaluate these theories critically and provide relevant evidence. Some answers require you to be concise but there are also longer essay based answers, thus again providing diverse experiences and useful transferable skills developed through the study of fascinating topics.

Lessons will offer different learning opportunities with teachers who are enthusiastic about the subject, with written work conducted alongside discussion and pair work, presentations, videos and practical experiments.

Most importantly, Psychology gives you an opportunity to learn, understand and evaluate issues happening around you in your everyday life, which could then be applied to the wider world. Thus, it is not just a factual subject but enables reflection on one's own experience.

### **What does the course consist of?**

You will be given the opportunity to study many of the core areas of psychology, thus giving you a broad knowledge of the subject.

Throughout the course, you will hone your research and analysis skills – in a way that is never dry and factual, but instead relates to your own experiences. Learning about the human mind is constantly surprising, never boring.

This qualification is linear. Linear means that students will sit all the AS exams at the end of their AS course and all the A-level exams at the end of their A-level course.

### **The AS Subject content**

1. Social influence
2. Memory
3. Attachment
4. Approaches in Psychology
5. Psychopathology
6. Research methods

### Assessments

Two 90 minute papers consisting of multiple choice, short answer and extended writing tasks.

### The A2 Subject compulsory content (in addition to AS content)

- Biopsychology
- Issues and debates in psychology

#### Option 1

Relationships  
Gender  
Cognition and development

#### Option 2

Schizophrenia  
Eating behaviour  
Stress

#### Option 3

Aggression  
Forensic psychology  
Addiction

### Assessments:

Three 2 hour papers consisting of multiple choice, short answer and extended writing tasks. One question from a topic of from each option block

### What GCSEs do I need?

No specific subjects are required, although a C grade or above are desirable in English, Maths and a Science.

### What Other Subjects Can I Study With This Course?

Sciences, Biology and Maths make excellent combinations, especially if you intend to take a degree in Psychology. A combination of Psychology, English and another social science such as Geography or History are common subjects of study. Psychology also goes well with Sports Studies.

### Skills needed to succeed

Students who wish to do Psychology should be able to learn and memorise terminologies, analyse and evaluate scenarios as well as apply the knowledge gained to various aspects of life. There needs to be a high level of commitment and the willingness to work on an ongoing basis. The knowledge gained must then be expressed effectively in writing using evidence that can be found in theories or studies in Psychology. The subject requires students to master all relevant theories and studies which are the crucial elements in psychology.

### What might the subject lead onto?

Psychology compliments all areas and subjects. Its focus on human mind, behaviour and thinking is attractive to all employment and areas of work involving human resources. The subject also instils skills in research, analysis, communication and organisation that go well beyond the value of the material covered. It is, of course, relevant to those interested in Psychology at degree level, but also popular amongst students who plan to follow other paths.

As a university subject, Psychology is popular. Graduates enter a wide range of employment sectors, with only a minority pursuing careers in Psychology.

