



BEDSTONE

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Sixth Form Handbook and Options 2019-2020



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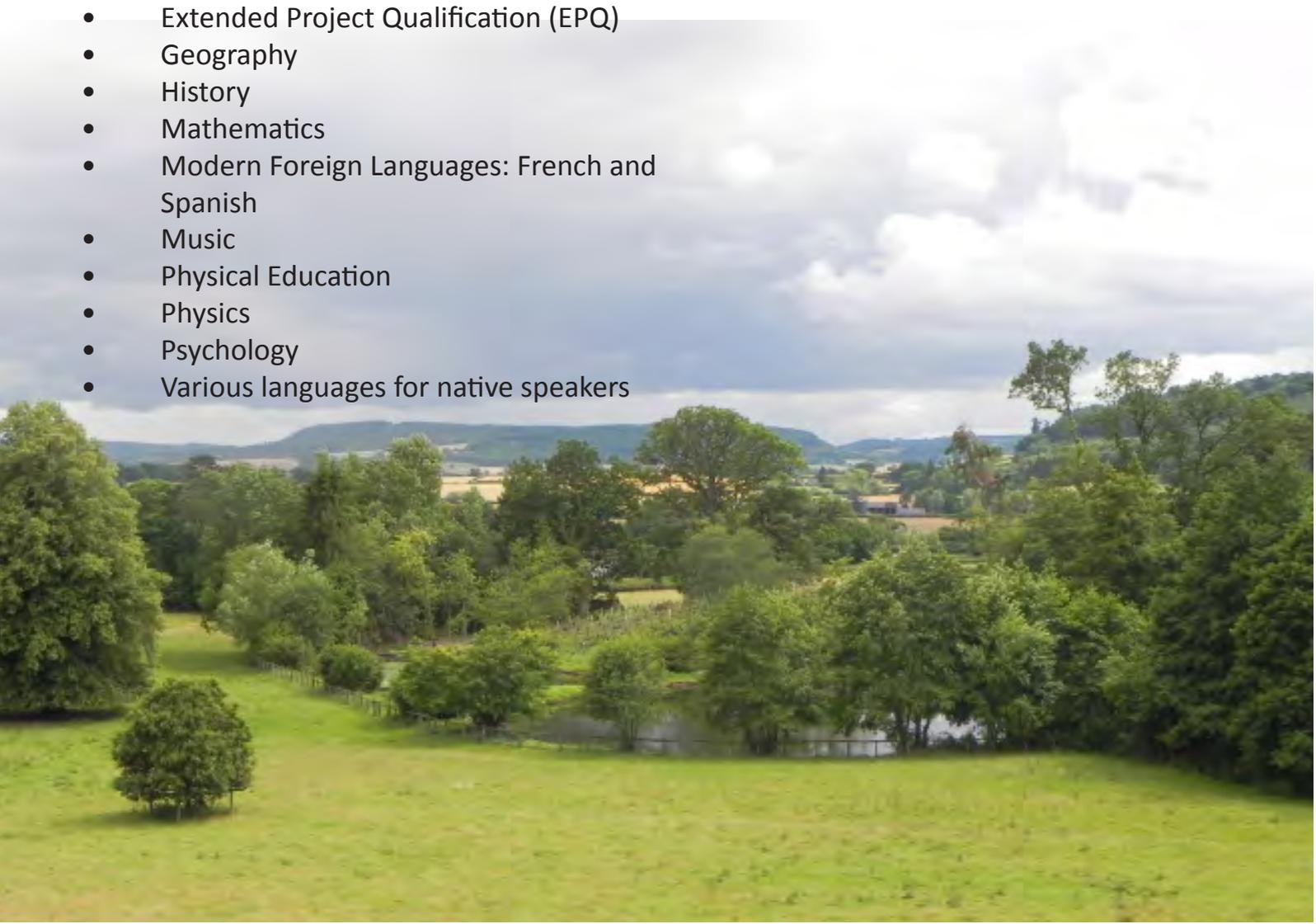
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Head's Welcome

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 B 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, 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, we offer a number of new activities that 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 a member 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.



Wendy Martin

Being a Sixth Form Student 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 using just 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 houseparent. If 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 formal subject lessons, there will be lectures from visiting speakers, debates, visits, trips and a variety of other extra-curricular activities that will provide a rich and varied educational experience.

Sixth Form life can be exciting and stimulating – provided, of course, 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 its own unique identity and ethos. The objective is to equip our young people 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 Support

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 are core values of the college, and they underpin our structures and procedures for pastoral care.

Sixth 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 during '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 and boarding houses through to applying to be on the Prefect 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 traditionally followed a very rigorous set of academic courses. We remain committed to encouraging our students to achieve the very best academic grades possible. At the same time, however, 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 our own Fifth Form students 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 three subjects at AS.

In the Lower Sixth, in addition to seven formal teaching periods each week per subject, students are expected to work using their own initiative in their private study periods, in the evenings and at weekends. In the Upper Sixth, the number of formal teaching periods per subject increases to eight per week.

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 the staff likely to teach that subject, or friends who are likely to take the subject.

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 towards 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 (internal) and June (external). 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 school. However, 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 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 are able to provide readers and scribes for public exams where appropriate.

Careers Advice

The 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 a variety of higher education institutions. Students receive guidance from their personal tutor with the support of the Head of UCAS and Careers 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 a rich variety of 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 attend a short introductory course 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 from 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 for entry 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 might include: Photography, Sports, Drama, Cookery, Yoga and Horse Riding, to name but a few. Over the course of one year there are some 40 different activities on offer.

Sports: All members of the Sixth Form take an active part in a wide range of sporting activities: Rugby, Hockey, Football, Netball, Cricket, Rounders, Athletics, Badminton and Tennis remain popular. They can also make full use of the on-site multi-gym and the Performing Arts Studio. 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 students take part in the D of E Gold award as one of their activities which they can complete within the Sixth Form. During the course they have to complete the following elements;- a skill, residential course, volunteering, physical activity; culminating with the expedition in Snowdonia.

The Friday Forum: Senior teachers and invited guests present topical lectures to broaden the students' 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, 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. In addition, there is a small 'bistro' area.

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, trumpet, woodwind and voice.

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



Dining experiences: Senior students may ask to have an evening out at a local restaurant where they can enjoy a good hearty meal and a few drinks in the company of their own friends. Each term, the college also holds at least one Senior Dining Club events where a guest speaker is invited to give a talk or presentation.

**Head of Sixth Form , UCAS and 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 or BTEch 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, House-masters, 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/BTEch studies are, in the main, totally unlike their GCSE counterparts.

In 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 were reformed in three phases, from September 2015 through to September 2017.

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

The new AS Levels, first taught from September 2015, are now stand-alone qualifications in their own right. They remain broadly at their previous standard. There is only one examination series each year. The AS Level qualification does not count towards the final grade of an A Level, where assessment of the whole course takes place at the end of two years' study. However, in some subjects, the AS is 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.

ART

Exam Board: OCR

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 specification.

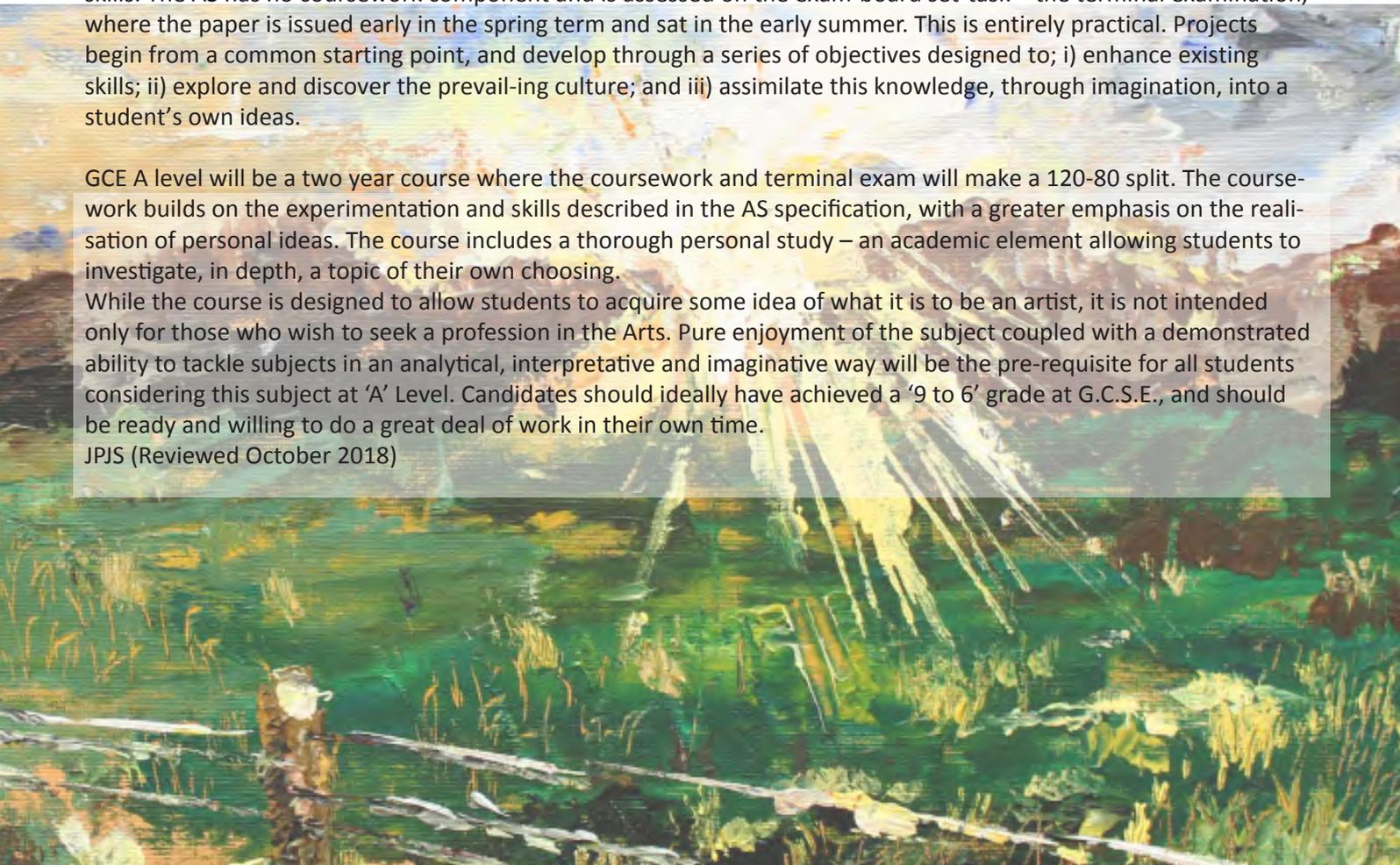
At Bedstone we follow the OCR examination specification.

A levels have changed. There is now a new style AS exam and a separate GCE A Level running. AS is a free-standing qualification and is presented as a single module: the course runs through experimentation and accumulation of skills. The AS has no coursework component and is 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 prevail-ing 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 ideally have achieved a '9 to 6' grade at G.C.S.E., and should be ready and willing to do a great deal of work in their own time.

JPJS (Reviewed October 2018)



Biology

Exam Board: OCR

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 GCSE grade '6' pass in combined 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 helpful in achieving top grades. Biology also supports Sports Studies, Psychology and Geography.

Business Studies

Exam Board: Edexcel

“The study of the activities involved in running a business, especially focussing on people, production, marketing, finance and the external environment.”

The aims of the course are to encourage students to:

- develop an enthusiasm for studying business;
- gain a holistic understanding of business;
- develop a critical understanding of organisations and their ability to meet society’s needs and wants;
- understand that business behaviour can be studied from a range of perspectives;
- generate enterprising and creative solutions to business problems and issues;
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals;
- acquire a range of relevant business and generic skills, including decision making, problem solving, challenging assumptions and quantifying and managing information.

The course is divided between four themes studied over two years.

- Theme 1: Marketing and people
- Theme 2: Managing business activities
- Theme 3: Business decisions and strategy
- Theme 4: Global business

The Edexcel course is assessed by three 2 hour exams at the end of the U6.

- Paper 1 35% of the final mark This will assess themes 1 and 4.
- Paper 2 35% of the overall mark This will assess Themes 2 and 3.
- Paper 3 30% of the overall mark This will assess content across all four themes.

There will be a pre-released context document issued on the Edexcel website in November of the previous year.

“Business studies is like a back stage pass to see what really goes on behind the closed door of a business.”



Chemistry

Exam Board: OCR

Most students embark on A Level Chemistry having successfully completed the single subject or combined Science at GCSE level at Bedstone. Entry from outside 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 prides itself on a good record of examination success with a high proportion of students going on to university.

Design Engineering

Exam Board: OCR

The content of this title is focused towards engineered and electronic products and systems; the analysis of these in respect of function, operation, components and materials, in order to understand their application and uses in engineered products/systems that have commercial viability.

The course will explore and develop skills in:

- CAD / CAM
- Design
- Electronics, Hydraulics, Pneumatics, Materials, Manufacture Techniques, Structures and Forces, Stress analysis, Gears and pulley Systems, Programmable Products
- Application of Maths Skills to aid design problem solving.

Course Content / Aims

- During the two year course, you will study a range of materials.
- You will develop a technical understanding of how products function and how they are made to appropriately support the design and manufacture of your own design solutions.
- You will learn about wider design principles and the effect of design on users and the world we live in.
- You will identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes/products.
- You will develop your subject knowledge, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture. You will develop a critical mind through enquiry and problem solving, exploration, creation and evaluation of iterative designs.

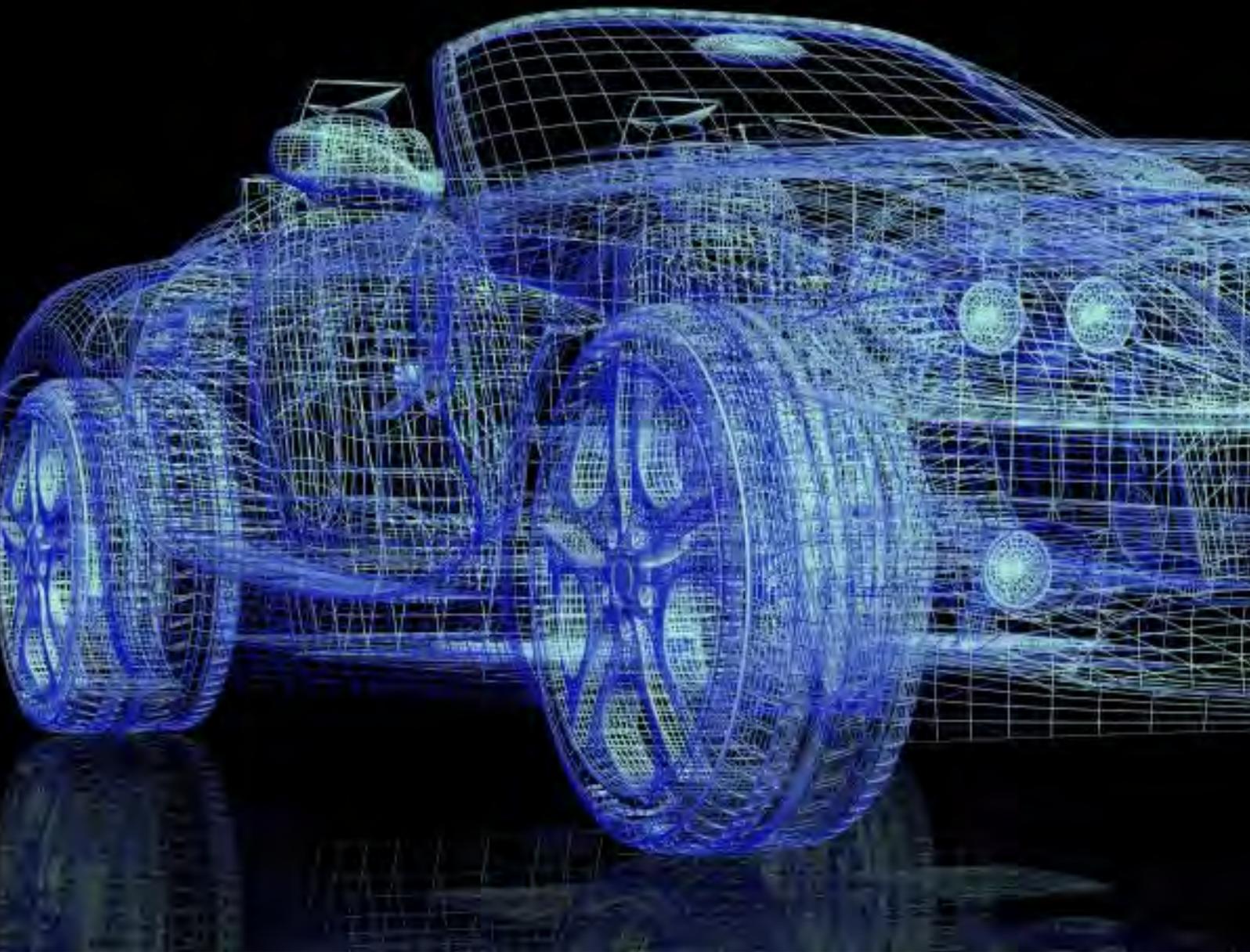
We encourage freedom in approaches towards designing and making so as not to limit the possibilities of project work or the materials and processes being used. The OCR content requires you to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of Design and Technology as a pivotal STEM subject.

How will you be assessed?

AS level

- Coursework Portfolio "Product Development" (50%)
- Analyse and suggest improvements to an existing product or re-purpose a product for alternative use.
- The 'Principles' examination paper is worth 50%
- You will need to analyse existing products, technical knowledge and understanding of materials, product functionality, manufacturing processes and techniques design thinking and wider social, moral and environmental issues that impact on the design and manufacturing industries.





A Level

- Coursework Portfolio “Product Development” (50%)
- You will be required to identify a design opportunity or problem from a context of your own choice, and create a chronological portfolio supported by real-time evidence of your project development
- The ‘Principles’ examination paper (26.7%) (80 marks) assesses analysis of existing products, technical knowledge and understanding of materials, product functionality, manufacturing processes and techniques and allows you to demonstrate your understanding of design thinking and wider social, moral and environmental issues that impact on the design and manufacturing industries. The paper is 1 hour 30 minutes long
- The ‘Problem Solving’ paper is worth 23.3% (70 marks) of the A Level qualification and requires learners to apply their knowledge and understanding through higher level thinking skills, reflecting on the viability of products and possible design solutions in context and being able to make critical judgements on the most appropriate methods and outcomes. The paper is 1 hour 45 minutes long.

What can I do with DT - Design Engineering?

This allows access to a range of future career aspirations in the design and engineering industries, leading to future careers in product design, engineering – Mechanical, Electronic, Aerospace, Civil, architecture; it will develop your design and thinking skills that open up a world of possibility, providing the tools to create the future.

English Literature

Exam Board: AQA

Why choose AS and A Level English Literature at Bedstone?

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.

AS Level

Paper 1: Literary Genres: Drama

Aspects of Tragedy

Study of two texts: "King Lear" and "Death of a Salesman"

How will this be assessed?

Written exam: 1 hour 30 minutes; closed book; 50 marks; 50% of AS-Level

Question types:

Section A: One passage-based question based on set Shakespeare text (25 marks)

Section B: One essay question based on set drama text (25 marks)

Paper 2: Literary Genres: Prose and Poetry

Aspects of Tragedy

Study of two texts: "The Great Gatsby" and Keats poetry

How will this be assessed?

Written exam: 1 hour 30 minutes; Open book; 50 marks; 50% of AS Level

Question types:

Section A: One essay question based on poetry text (25 marks)

Section B: One essay question based on prose text (25 marks)

A Level

Paper 1: Literary Genres

Aspects of Tragedy

Study of three texts: "King Lear", "Death of a Salesman" and Keats poetry.

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

Elements of Political Writing

Study of three texts: "The Kite Runner", "The Doll's House" and Harrison poetry.

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)

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)

Exam Board: IELTS

Bedstone offers Additional English Language support to all non-native speakers who join the college. The EAL Sixth form option comprises 4-7 lessons per week depending on the student's entrance level of English. Every student will be tested on arrival and language support recommendations are made accordingly.

1. Pre-intermediate Learner:

- **4 lessons** of General English focusing on developing all language skills, grammar and pronunciation with the aim to move up to Academic English classes. Progress is monitored through internal continuous assessment such as regular vocabulary, end of unit tests, etc.
External exams such as the Cambridge Preliminary English Test (B1 on the CEFR scale) and the IGCSE in English as a Second Language or the Cambridge First Certificate in English exam (B2 on the CEFR scale) are also available.
- **2 lessons** of British Culture: project based learning in small groups researching and presenting different aspects of British Culture and History (optional)
- **1 lesson:** Conversation focusing on every day spoken English (optional)

2. Intermediate Learner and above:

- 4 lessons of Academic English/ IELTS preparation
- Optional classes (see above)

This EAL Sixth Form option operates independently of all other subjects. Both modules are designed specifically to prepare pupils for the IELTS (International English Language Testing System) qualification.

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, students 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
- 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 applicable to all subjects

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

Transferable skills across the curriculum:

Completion of the IELTS course does not only mean that students are prepared to take the examination and meet the requirements of higher educational institutions. Skills in academic reading and writing are essential competencies for future university study and greatly beneficial for A level courses. As such, it is highly recommended that all EAL students (and particularly those taking more linguistically demanding A-level options) participate in IELTS preparation. For further information about IELTS and the content of the examination visit www.ielts.org.

Extended Project Qualification

Exam Board: AQA

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

Exam Board: Pearson/Edexcel

AA-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 areas of study assessed via two externally marked exam papers:-

Paper 1: Areas of Study: Tectonic Processes and Hazards
Landscape Systems, Processes and Change (Glacial Landscapes/Coastal landscapes)

Paper 2: Areas of Study: Globalisation
Shaping places (Regenerating places/Diverse 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. Each examination is 1 hour and 30 minutes long. Each paper is worth 50% of the AS qualification.

A Level:

The course consists of four areas of study. Three are assessed via externally marked exam papers, and one via a coursework component.

Paper 1: Areas of Study: Tectonic Processes and Hazards, Landscape Systems, Processes and Change (Glacial Landscapes/Coastal landscapes) The water cycle and water insecurity, The carbon cycle and carbon insecurity, Climate change futures

Paper 2: Areas of Study: Globalisation
Shaping Places
Superpowers
Global development and connections

Paper 3: Areas of study: This exam is a 'synoptic' exam that links together themes studied in each of the other units. Students draw on knowledge gained from all other units in this exam and apply it to solve a relevant geographical issue. The issue changes every year and is defined in the resources provided with the exam.

Coursework: The students come up with an issue for investigation. The issue must be related to an area of study. The coursework investigation is based on data collected through fieldwork. The coursework will be in the form of a written report.

Examination 1 and 2 are two hours long and form 30% of the qualification each. Examination 3 is one hour, forty five minutes long and forms 20% of the qualification. The coursework is worth 20% of the qualification.

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

Exam Board: OCR

Why should I study 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 modules that are taught allow students to study a wide variety of topics, suit ing a wide range of interests. Unlike many other schools and colleges historians at Bedstone are allowed to pick their own question for their individual assignment, allowing students to produce a piece of work of their own interest. This allows a unique opportunity to research, plan and write a ‘university style’ essay.

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
- Individual Assignment: 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 ‘6’ grade in History at GCSE (if taken, or a ‘6’ 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 and Further Mathematics

Exam Board: OCR

There are four programmes of study to choose from if a student wishes to follow Mathematics at Bedstone in the Sixth Form. All programmes are based upon the “new” syllabi offered by the OCR Exam board beginning September 2017. A/S level Mathematics and A/S level Further Mathematics are delivered on seven 40 minute periods a week in the Lower Sixth and are examined at the end of the Lower Sixth. A level Mathematics and A level Further Mathematics are delivered on eight 40 minute periods in the Upper Sixth and are examined at the end of the Upper Sixth. Candidates will have a choice at the end of the Lower Sixth to either stop Mathematics after their A/S level exams or continue with Mathematics at A level in the Upper Sixth. Whatever choice is made the A/S and A level exams are “free-standing” from September 2017 which means that the A/S grade achieved has no bearing upon the final A level grade awarded a year later. The A/S level can be re-sat but only in the following summer when the complete suite of A/S exam papers needs to be re-sat in their entirety.

What now follows are outline details of each programme of study. The reader is directed towards the public OCR website for detailed content of each programme. To aid the reader in this task the syllabus codes for each course are also provided below. It must be pointed out that the “new” syllabi for A/S and A level Mathematics have been set by Government for all Exam Boards and the complete content is compulsory with no scope for choosing any optional content.

At Further Maths level there is a compulsory content section which is the same for all Exam Boards but there are optional areas of study available to schools. Here at Bedstone the options we choose in Further Mathematics are Mechanics and Statistics. These options are believed to offer the greatest flexibility and usefulness. The Statistics option helps students studying subjects such as Business Studies, Geography and the Sciences. The Mechanics option helps those studying the Sciences, especially Physics and those students going onto Engineering-type courses after Sixth Form.

The Programmes of Study are:

A/S Level Mathematics (OCR Syllabus H230): Students study Core Mathematics (2/3 of the content), Statistics (1/6 of the content) and Mechanics (1/6 of the content).

Assessment is by two 1.5 hour exams at the end of the Lower Sixth; Paper 1 is Core Maths and Statistics (50% of the overall marks) and Paper 2 is Core Maths and Mechanics (50% of the overall marks).

A/S Level Further Mathematics (OCR Syllabus H235): Students study extra content to that offered in the Mathematics A/S syllabus in Core Mathematics (1/3 of the content), Statistics (1/3 of the content) and Mechanics (1/3 of the content).

Assessment is by three 75 minute exams at the end of the Lower Sixth; Paper 1 is Pure Maths (33.33% of the overall marks), Paper 2 is Statistics (33.33% of the overall marks) and Paper 3 is Mechanics (33.33% of the overall marks).

A Level Mathematics (OCR Syllabus code H240): Students study beyond the subject matter of the A/S Level syllabus in Pure Maths (2/3 of the content), Statistics (1/6 of the content) and Mechanics (1/6 of the content).

Assessment is by three 2 hour exams; Paper 1 is entirely Pure Maths (33.33% of the overall marks), Paper 2 is half Pure Maths and half Statistics (33.33% of the overall marks) and Paper 3 is half Pure Maths and half Mechanics (33.33% of the overall marks). (In all three Papers the content from the A/S syllabus can be tested again).

A Level Further Mathematics (OCR Syllabus H245): Students study beyond the subject matter of the A/S Level Further Mathematics Syllabus in Pure Maths (1/2 of the content), Statistics (1/4 of the content) and Mechanics (1/4 of the content).

Assessment is by four 1.5 hour exams; Paper 1 is Core Maths 1 (25% of the overall marks), Paper 2 is Core Maths 2 (25% of the overall marks), Paper 3 is Statistics (25% of the overall marks) and Paper 4 is Mechanics (25% of the overall marks). (In all four Papers content from the A/S Level Further Mathematics Syllabus may be tested).

Mathematics has always been a very popular A/S and A Level choice at Bedstone. Any Sixth Form Maths qualification is much sought after by Universities and Employers as it demonstrates good problem solving skills and a logical mind. Career opportunities are many; engineering, finance (banking, business, accountancy, actuarial work....), medicine, scientific careers in many disciplines, research and teaching.

Spanish

Exam Board: AQA

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!

We follow the Edexcel exam board specification.

Subject Content:

Candidates are required to:

- explore and develop understanding of various contemporary aspects of Spanish and Hispanic society: its social issues and trends, its artistic culture, its multiculturalism and its political life
- research themes in Spanish (using the Internet and other media), and subsequently organise, analyse and evaluate this information to express ideas, explanations, opinions and feelings, or argue a case - both orally and in written reports – on the different aspects of Spanish society as mentioned above
- study Spanish literary texts and films
- study the overall grammatical system and structure of the Spanish language

Assessments: Assessment consists of two written external exams and one non-exam speaking assessment at both AS level and the full A-level:

AS exams:

Paper 1: Listening, reading and translation

- Students listen and respond to spoken passages from a range of contexts and sources. Students will have individual control of the recording
- Students read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary
- There are TWO translations of at least 100 words; one into English and one into Spanish. The exam is 1 hour long – it is 64 marks in total, and is worth 40% of an AS-level.

Paper 2: Writing response to works and translation

Students translate an unseen passage from English into Spanish. They then answer ONE question in extended Spanish on either a set text or a film that they have studied. Students are given a choice between two questions on each. Students are advised to write approximately 300 words per essay.

All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).

No access to texts or films will be permitted during the assessment.

The Writing exam is 1 hour 40 minutes long – it is 60 marks in total, and is worth 30% of an AS-level.

Paper 3: Speaking (non-exam; recorded at school)

- Task 1 requires students to read and respond to two short texts based on Theme 1 and then hold a discussion for 7-9 minutes. Task 2 is based on a discussion of 5-6 minutes from Theme 2. Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and understand written sources in speech, and show knowledge and understanding of Spanish-speaking culture and society.
- Assessments will usually be conducted by the teacher, and then sent away to be marked by an external Edexcel examiner.

The Speaking exam is approximately 30 minutes long – 15 minutes preparation time and 15 minutes of speaking – it is 72 marks in total, and is worth 30% of an AS-level.

A-level exam:

Paper 1: Listening, reading and translation

- Students listen and respond to spoken passages from a range of contexts and sources covering different registers. Students will have individual control of the recording
- Students read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary
- There are TWO translations; one into English and one into Spanish, of at least 100 words each. The exam is 2 hours 30 minutes long – it is 160 marks in total, and is worth 40% of an A-level

Paper 2: Writing response to works and translation

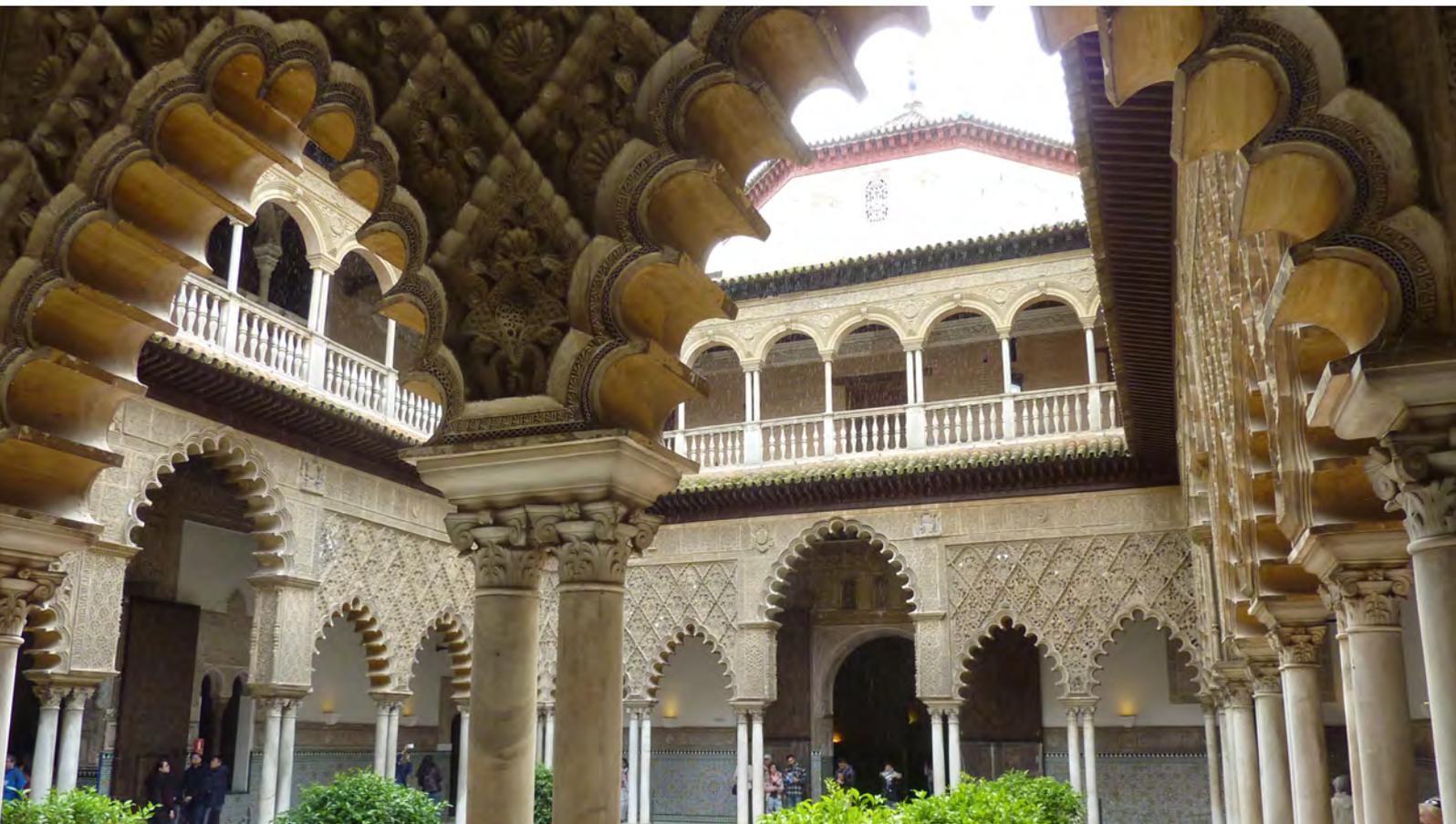
- Students answer TWO questions in Spanish on either two set literary texts, or a text and a film. Students are given a choice between two questions on each. Students are advised to write approximately 300 words per essay.
All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).

No access to texts or films will be permitted during the assessment. The Writing exam is 2 hours long – it is 90 marks in total, and is worth 30% of an A-level.

Paper 3: Speaking (non-exam; recorded at school)

- Students discuss a stimulus card for 5–6 minutes, which they are permitted to study for 5 minutes before the start of the test
- Students then present an individual research project for 2 minutes and subsequently discuss it for 9–10 minutes
Assessments will usually be conducted by the teacher, and then sent away to be marked by an external Edexcel examiner.

The Speaking exam is 21-23 minutes long – it is 60 marks in total, and is worth 30% of an A-level



French

Exam Board: AQA

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!

We follow the Edexcel exam board specification.

Subject content:-

Candidates are required to:-

- explore and develop understanding of various contemporary aspects of French society: its social issues and trends, its artistic culture, its multiculturalism and its political life
- research themes in French (using the Internet and other media), and subsequently organise, analyse and evaluate this information to express ideas, explanations, opinions and feelings, or argue a case - both orally and in written reports – on the different aspects of French society as mentioned above
- study French literary texts and films
- study the overall grammatical system and structure of the French language.

Assessments

Assessment consists of two written external exams and one non-exam speaking assessment at both AS level and the full A-level:

AS exams:

Paper 1: Listening, reading and translation

- Students listen and respond to spoken passages from a range of contexts and sources. Students will have individual control of the recording
- Students read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary
- There are TWO translations of at least 100 words; one into English and one into French. The exam is 1 hour long – it is 64 marks in total, and is worth 40% of an AS-level.

Paper 2: Writing response to works and translation

Students translate an unseen passage from English into French. They then answer ONE question in extended French on either a set text or a film that they have studied. Students are given a choice between two questions on each.

Students are advised to write approximately 300 words per essay.

All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).

No access to texts or films will be permitted during the assessment. The Writing exam is 1 hour 40 minutes long – it is 60 marks in total, and is worth 30% of an AS-level.

Paper 3: Speaking (non-exam; recorded at school)

- Task 1 requires students to read and respond to two short texts based on Theme 1 and then hold a discussion for 7-9 minutes. Task 2 is based on a discussion of 5-6 minutes from Theme 2. Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and understand written sources in speech, and show knowledge and understanding of Francophone culture and society.
- Assessments will usually be conducted by the teacher, and then sent away to be marked by an external Edexcel examiner.

The Speaking exam is approximately 30 minutes long – 15 minutes preparation time and 15 minutes of speaking – it is 72 marks in total, and is worth 30% of an AS-level.

A-level exam:

Paper 1: Listening, reading and translation

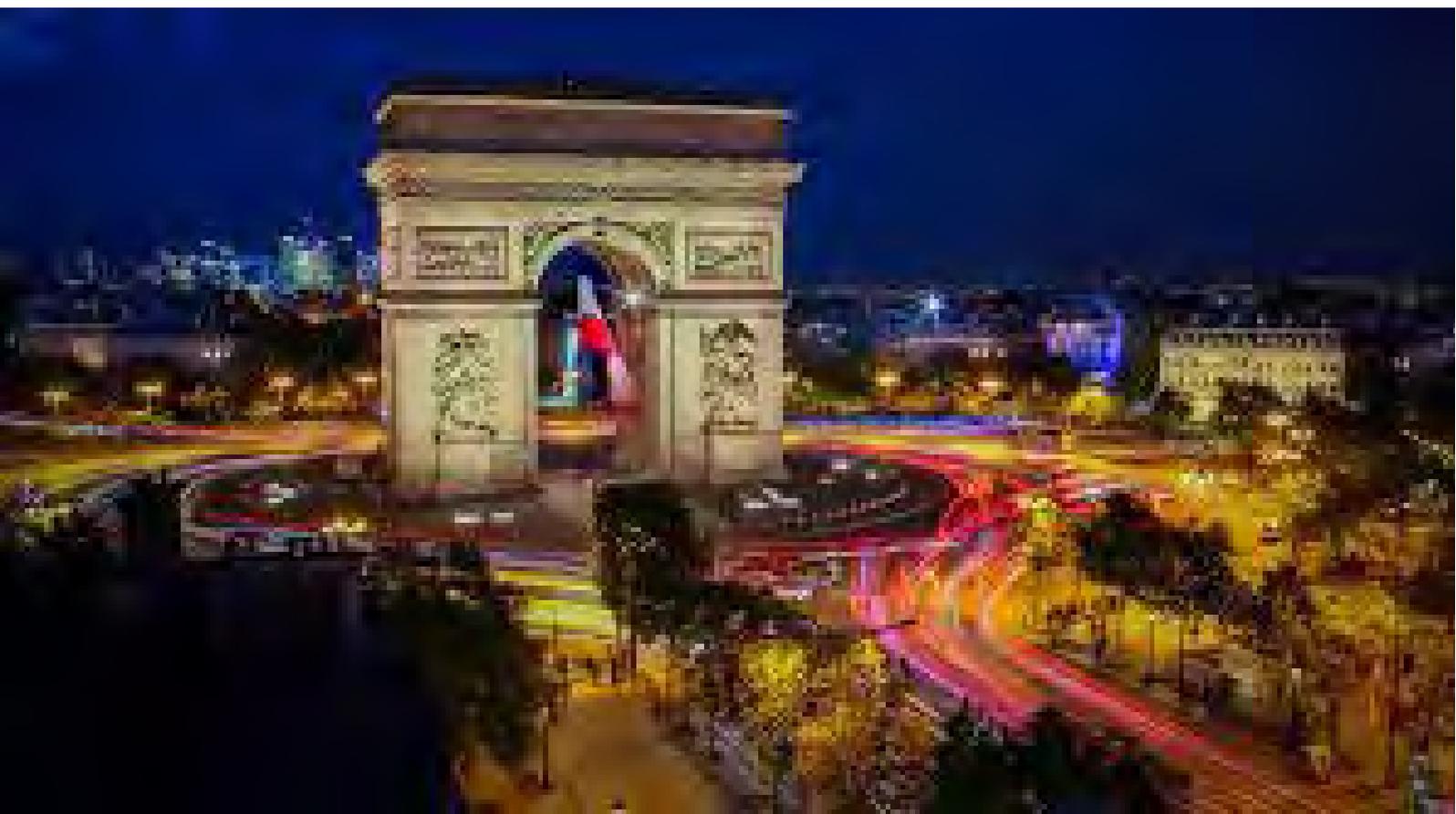
- Students listen and respond to spoken passages from a range of contexts and sources covering different registers. Students will have individual control of the recording
- Students read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary
- There are TWO translations; one into English and one into French, of approx. 100 words each. The exam is 2 hours 30 minutes long – it is 160 marks in total, and is worth 40% of an A-level

Paper 2: Writing response to works and translation

- Students answer TWO questions in French on either two set texts, or a text and a film. Students are given a choice between two questions on each. Students are advised to write approximately 300 words per essay. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film). No access to texts or films will be permitted during the assessment. The Writing exam is 2 hours long – it is 90 marks in total, and is worth 30% of an A-level.

Paper 3: Speaking (non-exam; recorded at school)

- Students discuss a stimulus card for 5–6 minutes, which they are permitted to study for 5 minutes before the start of the test
- Students then present an individual research project for 2 minutes and subsequently discuss it for 9–10 minutes. Assessments will usually be conducted by the teacher, and then sent away to be marked by an external Edexcel examiner. The Speaking exam is 21–23 minutes long – it is 60 marks in total, and is worth 30% of an A-level.



Music

Exam Board: EDUQAS

The A2 Course is split into three main topics and is a continuation of the AS course. In brief, the topics include the following:

Performing: 35%

Students are required to perform a program of their choice. This program must consist of at least three pieces from which one item must link to Area of study A (see below) and another to one other Area of Study. The performance must last a minimum of 10 minutes (not including, breaks between pieces etc). Students may perform solo or ensemble items or a mixture of both. Students will need to perform pieces of grade 6 standard or above to access the top marks for performances. Performances are marked by a visiting examiner.

Composing: 25%

Students are required to submit two compositions, of which one is based on a brief set by Eduqas which will be published September 1st each year. Compositions must be a minimum of 2 minutes long each with a combined length of no less than 4 minutes. Students will use Sibelius to produce scores and recordings of their works. Compositions are externally marked.

Developing Musical Understanding: 40%

Students will sit a two hour fifteen minute exam containing 3 areas of study with specific set works and wider listening in each. These areas are:

- Area of Study A - The Western Classical Tradition
- Area of Study C – Musical Theatre
- Area of Study E - Into the twentieth Century

Set works are studied in class throughout the year and essay writing skills are developed alongside this detailed analysis. Students also have access to Musition and Auralia software and an individual development plan to assist with building their aural and theory skills. This assists students with both the listening questions and the essays questions. Students interested in taking A2 music should be Grade 6 standard on their principal instrument (including popular and rock instruments) or voice (classical or popular) and be fluent at reading musical notation in bass and treble clef. It is also recommended that students are the equivalent of ABRSM grade 5 theory.



Physical Education

Exam Board: Pearson/BTEC



Pearson Level 3 National Extended Certificate in Sport

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. Well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

This guide merely gives you an idea of what to expect if you chose BTEC as one of your options for 6th form. It is a 2 year course, therefore if you stop after a year you cannot gain a qualification like you can with AS Levels.

BTEC is both challenging and rewarding. There are many aspects to the course that you would find at A level.

The course is made up of 4 units. Two to be taken in Lower 6th and two to be taken in your Upper 6th year. We have three mandatory (compulsory) units and one optional unit. We have two externally assessed modules (exams) and two internally assessed module's (like coursework) that are written tasks that you must complete.

The four units are:

YEAR 1:

UNIT 1: Anatomy and Physiology (120 units, external exam)

UNIT 2: Professional Development in the Sports Industry (worth 60 units, internally assessed)

YEAR 2:

UNIT 3: Fitness training and Programming for Health, Sport and Well-being (120 units, external exam)

UNIT 4: Practical Performance (60 units, internally assessed)

Physics

Exam Board: OCR

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 two written papers and A2 consists of three written papers as well as a continually assessed practical element.

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

Mechanics (Motion, Forces in Action, Work and Energy)

Electrons, Waves and Photons (Electric Current, Resistance, DC Circuits, Waves, Quantum Physics)

A2 Modules

The Newtonian World (Newton's Laws and Momentum, Circular Motion and Oscillations, Thermal Physics)

Fields, Particles and Frontiers of Physics (Electric and Magnetic Fields, Capacitors and Exponential Decay, Nuclear Physics, Medical Imaging, Modelling the Universe)



Psychology

Exam Board: AQA

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.



Course - AQA Psychology A: The AS subject content

- Social influence
- Memory
- Attachment
- Approaches in Psychology
- Psychopathology
- 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 each option block.

What GCSEs do I need?

No specific subjects are required, although a grade 5 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 on to?

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.