



**Bethany**  
since 1866

**Humble  
highflyers**



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# Sixth Form

COURSE CHOICES

**2024/25**

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# Welcome to Bethany Sixth Form



**Bethany**  
since 1866

If you need help choosing your course options then please contact Simon Duff, Head of Sixth Form, on 01580 211273

**Independence, enjoyment and success lie at the heart of being in our Sixth Form. Our aim is to identify your passions, build on your strengths, eliminate your weaknesses and to help you to fulfil your potential. We will also ensure your time with us is exciting and filled with opportunity.**

## A DYNAMIC AND CHALLENGING ENVIRONMENT

The choice of academic subjects we offer is impressive and our co-curricular activities are exciting, rewarding and diverse. We offer an impressive 25 subjects at A Level or similar level. These range from the strictly academic to the creative and vocational. With such a broad choice, you can choose the subjects you know you will excel at, as well as being able to explore topics which really interest you. Our class sizes are small, and this means learning can be accelerated with far greater individual support. The combination of the latest technology, excellent in-class resources and the innovative approaches of our teachers, who are specialists in their subjects, make Bethany an exciting environment in which to excel.

## SIXTH FORM ENTRY

From the moment you arrive, you are treated as a young adult, with your own identity. You will find we offer you greater freedom than in Year 11, and your relationships with your tutor and teachers will feel more like a partnership. The entry requirements are a minimum of five level 4 grades but some subjects at A Level require higher entry grades. The requirements are made clear later in this booklet.

## FACILITIES

At the heart of the Sixth Form lies the Sixth Form Centre, which has a fantastic communal area and study rooms for day pupils. There are also a variety of study locations within departments where pupils can work closely with staff, who are always willing to provide help and support outside of lesson times.

Other facilities for the Sixth Form include outstanding Art, Textiles and Photography facilities, impressive facilities for health and fitness and access to a bespoke Creative Cookery programme that aims to promote independent living skills.

## TRIPS AND EXPEDITIONS

Trips off-site are a very important part of life in the Sixth Form; they give pupils the chance to broaden their horizons and to put skills they have been developing into practice. Some outings are academic, and departments take pupils to London for lectures and visits. There are also numerous artistic, sporting, and career orientated trips; all are rewarding, and many are life changing.

Recent major trips have included Silicon Valley in San Francisco, an Art trip to Rome, a ski trip to France, a rugby tour to Croatia and a 'True Adventure' trip to Costa Rica, where pupils participated in community projects, trekked, scuba-dived and immersed themselves in the local culture.

## CAREERS

The Careers Department is highly pro-active, and pupils are extremely well-supported. A weekly careers slot allows pupils to hear interesting speakers talk on a wide range of career-related topics and our annual careers fair is well supported and invaluable for networking. The department also organises trips to visit careers and apprenticeship fairs and supports pupils through the whole UCAS application process. As a result, well over 90% of our pupils make successful applications to universities, including prestigious ones. Successful applications for apprenticeships are also made.

## SUPPORT

Join us for the Sixth Form and we will encourage and support you, in every way we can. This support takes place throughout your A Levels and beyond. This could be one to one support from our superb Learning Support Department, from the personal tutor you will be assigned on entry to the Sixth Form, or from your subject teachers who work hard to ensure all pupils fulfil their potential. You will also be provided with a rich experience which will teach you the life skills you will need in the future. When you leave us, you will be confident, well rounded and ready to embrace the challenges that lie ahead. You will also have a raft of happy memories from your time spent with us.

We hope you will join us as we feel we have a great deal to offer you.

# Course Index

**The aim of this booklet is to provide you with an outline of the content of all the courses we offer in the Sixth Form at Bethany.**

Further details are available from the examination boards' websites:

- [www.edexcel.org.uk](http://www.edexcel.org.uk)
- [www.aqa.org.uk](http://www.aqa.org.uk)
- [www.ocr.org.uk](http://www.ocr.org.uk)
- [www.eduqas.co.uk](http://www.eduqas.co.uk)

There is the opportunity for pupils who failed to achieve a grade 4 or above to re-sit English and Mathematics GCSE in specially timetabled lessons.



**Bethany**  
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Art, Craft & Design  
Biology  
Business Studies  
Chemistry  
Design & Technology  
Drama  
Economics  
English Literature  
English as an Additional Language  
Extended Project Qualification  
French  
Further Mathematics  
Geography  
History  
Level 3 Applied General Business  
Mathematics  
Media Studies  
Music  
Photography  
Physical Education  
Physics  
Politics  
Religious Studies  
Spanish  
Tech Level 3 in IT  
Textile Design  
Dyslexia & Learning Success

# Art, Craft & Design

**Exam Board: AQA (7201 C/X)**

## QUALIFICATIONS NEEDED

GCSE Art grade 5 is recommended as a minimum.

## COURSE CONTENT

At Bethany, we offer a broad-based two year A Level Art course. Pupils produce practical, critical and theoretical work using a wide variety of media and processes. This work is supported by substantial sketchbook material, recording first-hand experience, experimentation and research.

Pupils are expected to explore at least two of the following areas to develop their skills: Fine Art, Photography, Graphic Design, Three Dimensional Design and Textile Design.

An ability to work independently, be enthusiastic, accept criticism and be open to try new ways of working is an essential part of the course.

### Year 12

Pupils are introduced to a 'Foundation' style course where they are encouraged to try working in different methods based on a range of different themes. Pupils will start to identify their strengths in a particular area and will then focus on the area in which they want to specialise.

### Year 13

Pupils start to narrow down their ideas to produce a project which is designed by the pupil to match their skills and strengths in Art - discussion with teaching staff is key so the pupil meets the four assessment objectives and works in a style that suits them. The pupils should be selective in the presentation of this project and only submit their very best work.

To enhance pupils' artistic experience, regular trips are organised locally and abroad. In recent years, visits to Barcelona, Paris, New York, Madrid, Amsterdam and Berlin have taken place. Closer to home, visits are made to many of the London galleries.



## COURSE STRUCTURE

### Unit 1 (Personal Investigation)

This is a two year practical investigation supported by written materials. Pupils develop their own work based on an idea, issue, concept or theme leading to the finished outcome or a series of related finished outcomes.

Practical elements should make connections with some aspect of contemporary or past practice of artists, designers, photographers or craftspeople and include written work of no less than 1 000 and no more than 3000 words which support the practical work.

**No time limit, 96 Marks, 60% of A Level**

### Unit 2 (Externally Set Assignment)

Pupils respond to a range of starting points provided by AQA. They have to produce work which displays their ability to work independently within specific time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

**Preparatory period plus 15 hours supervised time, 96 marks, 40% of A Level**

## WHAT SKILLS WILL I LEARN?

As well as enhancing and developing your own art skills and interests, you will have the opportunity to develop your skills in a wide variety of media. Drawing and painting are the fundamentals; beyond that, we encourage pupils to discover other skills - for example, photoshop, filmmaking, photography, printmaking are also on offer. One of the core principles of our Art department at Bethany is for pupils to work in a style that interests them and in a medium that plays to their strengths.

## WHAT ELSE WILL I GET TO DO?

You will get to learn about a wide variety of artists, designers, filmmakers, illustrators and anyone or anything who is creative and inspiring. You will learn how to take ideas from these sources and produce your own work influenced by them. We aim to go on an Art trip to a major European capital every year and visits to museums and exhibitions are arranged as starting points for each project.

## THE NEXT STEP

The most important reason for choosing this course is the enjoyment of the subject and an ability to try new methods and techniques. Recently, we have had pupils go onto Fine Art, Animation, Illustration, Games Design, Graphic Design, Creative Advertising and Automotive Design degree courses.

# Biology

## Exam Board: AQA (7402)

### QUALIFICATIONS NEEDED

GCSE Science grade 7 or above. Often Chemistry, Physics or Mathematics are useful subjects to support A Level Biology.

### COURSE CONTENT

The A Level Biology specification aims to support and inspire pupils, nurturing a passion for Biology and laying the groundwork for further study in courses such as biological sciences and medicine. Biology is fundamentally an experimental subject. This specification provides numerous opportunities to use practical experiences to link theory to reality, and equip pupils with the essential practical skills they need.

### COURSE STRUCTURE

#### Unit 1 (Examination)

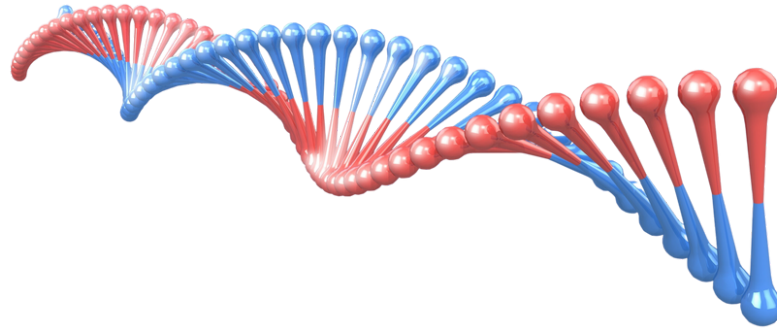
This unit covers the following topics: biological molecules, cells, organisms exchange substances with their environment, genetic information, variation, relationships between organisms and relevant practical skills. This section of the examination will be:

- A written examination (two hours)
- **Worth 91 marks / 35% of A level grade**
- Carries 76 marks that are a mixture of short and long answer questions and 15 marks that require extended response question

#### Unit 2 (Examination)

This unit will assess the following topics: energy transfers in and between organisms, organisms' response to changes in their internal and external environments, genetics, populations, evolution, ecosystems, the control of genes and any relevant practical skills.

- A written examination (two hours)
- **A maximum of 91 marks**
- All worth 35% of A Level grade
- **These questions will carry 76 marks that will be a mixture of short and long answer questions**
- 15 marks of comprehension questions



#### Unit 3 (Examination)

This unit covers the following topics: biological molecules, cells, organisms exchange substances with their environment, genetic information, variation, relationships between organisms, energy transfers in and between organisms, organisms' response to changes in their internal and external environments, genetics, populations, evolution, ecosystems, the control of genes and relevant practical skills.

- A written examination (two hours)
- 78 marks
- **Worth 30% of A Level grade**

The questions assessed will be:

- 38 marks of structured questions, including practical techniques
- **15 marks testing critical analysis of given experimental data**
- 25 marks of one essay from a choice of two titles

#### Unit 4 (Non-Examination)

##### Practical endorsement in Biology

A minimum of twelve practical assignments are compulsory for the A Level course, and some of the skills gained from them are assessed in the examinations. The practical assessment is reported as 'Pass/Fail' but does not contribute to the final A Level grade.

### WHAT SKILLS WILL I LEARN?

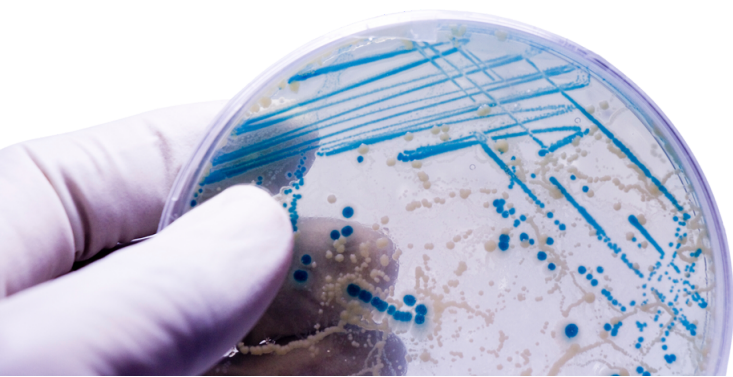
The course has a large practical element which is used to develop skills, and there is the opportunity for project work in both years. Biology is one of the subjects that demonstrates literacy, numeracy and communication skills which are vital in the work place and rank highly amongst the skills sought by employers and universities. It also develops analysis and evaluation skills.

### WHAT ELSE WILL I GET TO DO?

During the course we will make use of the extensive School grounds for ecological studies. Furthermore, you will be given the opportunity to visit Wakehurst Place. Pupils will explore the Millennium Seed Bank and undertake various DNA sequencing techniques. Finally, pupils will have the opportunity attend talks in London and listen to a variety of high profile scientists.

### THE NEXT STEP

This course provides the opportunity for further diploma or degree courses ranging from horticulture, biochemistry, marine biology to medicine.



# Business Studies

## Exam Board: Edexcel Business (9BS0)



### QUALIFICATIONS NEEDED

GCSE grade 6 in English and Maths is recommended. GCSE Business/Economics, although an advantage, is not required.

To avoid overlap in Enterprise subjects, you can only choose to study one of Business Studies, Level 3 Applied Business Studies and Economics at Bethany Sixth Form.

### COURSE CONTENT

The Pearson Edexcel Level 3 Advanced GCE in Business is structured into four themes and consists of three externally examined papers. Pupils are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring pupils to take a more strategic view of business opportunities and issues. Pupils are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

### COURSE STRUCTURE

#### Theme 1 Marketing and People -

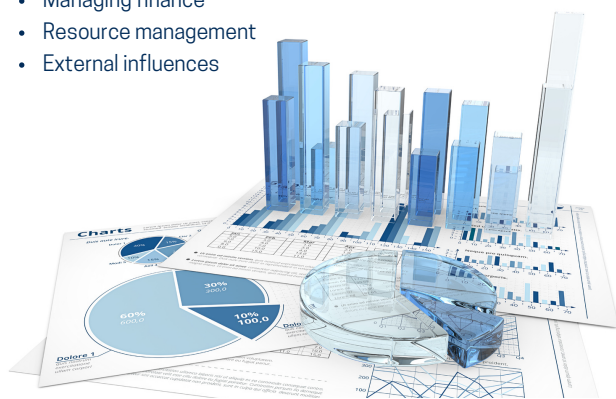
Pupils will develop an understanding of:

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

#### Theme 2 Managing Business Activities -

Pupils will develop an understanding of:

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



#### Theme 3 Business Decisions and Strategies -

Pupils will develop an understanding of:

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

#### Theme 4 Global Business -

Pupils will develop an understanding of:

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations)

Assessment consists of three externally assessed examination papers. Questions are data response and open ended essay style.

### WHAT SKILLS WILL I LEARN?

Pupils will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions. In addition, pupils will learn teamworking problem solving and presentation skills.

### WHAT ELSE WILL I GET TO DO?

Pupils will get the opportunity to visit real businesses such as Lloyd's of London, and also attend subject conferences. Some pupils may wish to extend their knowledge and skills by becoming involved with the Young Enterprise scheme. There is likely to be an opportunity to attend a residential overseas visit.

### THE NEXT STEP

The course gives pupils the knowledge and skills that will be very relevant to a very wide range of business employers, e.g. banks, insurance companies, retailers. At the same time the course is sufficiently academic and challenging to prepare them for a business-related degree course ranging from horticulture, biochemistry or marine biology to medicine.

# Chemistry

## Exam Board: AQA (7405)

### QUALIFICATIONS NEEDED

GCSE Combined Science or Chemistry GCSE, grade 7 or above.  
GCSE Mathematics at grade 6 or above.

### COURSE CONTENT

Most topics studied are extensions of ideas encountered at GCSE. More attention is given to calculations, the chemistry of transition metals and organic compounds, especially in the new full A Level. Practical work is integrated with the theory when appropriate, and whilst there is a significant amount of factual knowledge to be learned, the course aims to build upon principles and scientific method, and so avoids rote learning.

### COURSE STRUCTURE

#### Unit 1 (Examination)

This unit focuses on the concepts of physical chemistry and inorganic chemistry and incorporates the relevant practice skills.

Written examination: Two hours (105 marks of short and long answer questions). 35% of A Level.

#### Unit 2 (Examination)

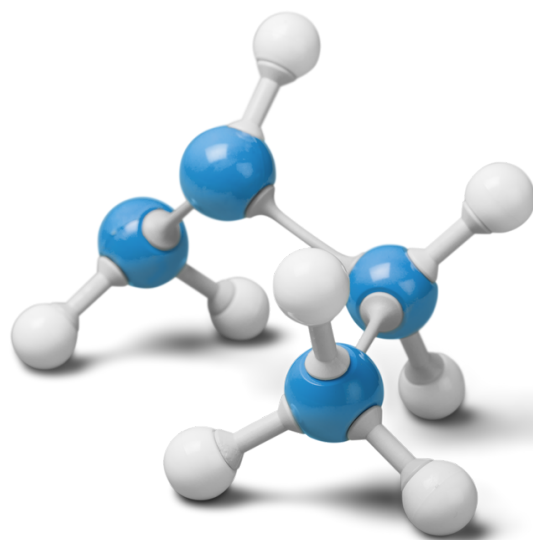
This unit focuses on organic chemistry as well as further developing the physical chemistry concepts and also incorporates the relevant practical skills.

Written examination: Two hours (105 marks of short and long answer questions). 35% of A Level.

#### Unit 3 (Examination)

This unit can focus on any concepts covered in Units 1 and 2 together with further relevant practical skills.

Written examination: Two hours (90 marks comprising 40 marks on practical techniques and data analysis, 20 marks of questions testing across the specification, 30 marks of multiple choice questions). 30% of A Level.



### WHAT SKILLS WILL I LEARN?

You will gain a vast amount of knowledge in the core areas of Physical, Organic and Inorganic Chemistry leading to an understanding of the fundamental nature of all matter in the universe. You will also spend a lot of time learning and developing new practical skills and techniques such as calorimetry and organic synthesis.

### WHAT ELSE WILL I GET TO DO?

You will get the chance to be involved in a cross-curricular project to design and build, for example, a rocket or fireworks. There may also be the opportunity to visit a university in order to see the analytical equipment (often worth hundreds of thousands of pounds) which is covered in the course in full operation.

### THE NEXT STEP

The course is a sound foundation for Higher Education courses in sciences, engineering and medical areas, such as pharmacology. It is also a useful stepping stone to other fields of study such as law and business studies. Due to the diverse range of skills required to complete an A Level in Chemistry, these skills are highly transferrable and desirable in a wide range of future courses and careers.



# Design & Technology

**Exam Board: AQA (7552)**

## QUALIFICATIONS NEEDED

The course contains a significant amount of work based on design, engineering and industry so ideally requires the pupil to be studying either Mathematics, Business Studies, ICT or Physics at A Level. GCSE Design & Technology is also highly desirable.

## COURSE CONTENT

This stimulating course is concerned with design activity and involves the manufacture of artefacts. It is also intended to promote an awareness of industry and market influences. Pupils will study design, available materials, manufacturing processes and techniques, as well as extending and refining their understanding and expertise in the 'design process'.

## COURSE STRUCTURE

### Paper 1

What's assessed: Core technical principles and core designing and making principles.

How it's assessed: Written examination: two and a half hours.

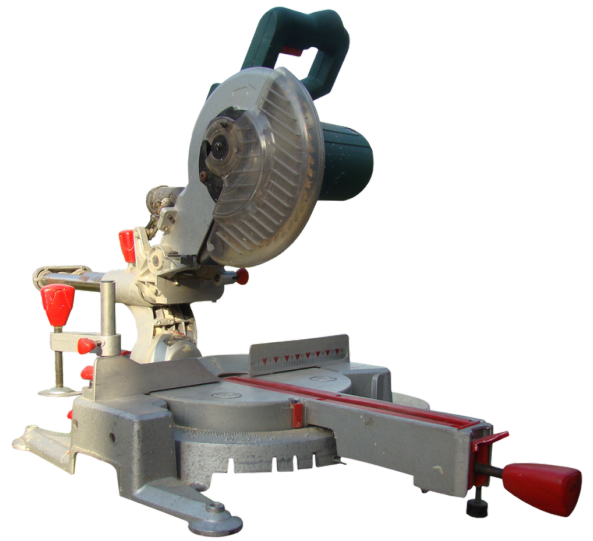
- 100 marks
- **30% of A Level**
- Mixture of short answer, multiple choice and extended response

### Paper 2

What's assessed: Specialist knowledge, technical and designing and making principles.

How it's assessed: Written examination: one and a half hours.

- **20% of A Level**
- Mixture of short answer, multiple choice and extended response



### Section A

- Product analysis
- Up to six short answer questions based on visual stimulus of product(s)

### Section B

- Commercial manufacture
- Mixture of short and extended response questions

### Non-examination Assessment

What's assessed: practical application of technical principles, designing and making principles and specialist knowledge.

How it's assessed: substantial design and make task.

- 45 hours
- 100 marks
- **50% of A Level evidence**
- Written or digital design portfolio and photographic evidence of final prototype

## WHAT SKILLS WILL I LEARN?

The Design & Technology course will help you develop a number of skills: how to design and manufacture products; how to problem-solve; how to take responsibility for your own learning; how to investigate facts and use deduction; how to put over your point of view fluently; how to work as a team to achieve results; how to assemble data and assess it; and how to manage deadlines. All are useful skills for the future.

## WHAT ELSE WILL I GET TO DO?

You will have the opportunity to learn many new design and practical skills. You will have extra access to our extensive facilities for the progression of coursework or personal design, and make projects outside of normal lesson times. You will have the opportunity to learn more about the more complex machinery and equipment including our 3D printers and laser cutter, as well as experience the aluminium casting facilities and metal plasma cutter. Imagination and innovation are the keys to success as well as the ability to experiment, make mistakes and aim for constant improvement.

## THE NEXT STEP

The application of the subject is widespread and especially useful for those contemplating careers in product design, engineering, graphics, design, architecture, surveying and many other aspects of the construction industry.





# Drama

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## BTEC National Extended Certificate in Performance (Acting)

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Equivalent to one A Level,  
Edexcel Pearson

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### QUALIFICATIONS NEEDED

GCSE Drama and English Grade 4 or above is an advantage.

### COURSE CONTENT

The Extended Certificate is for those who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses. Pupils will study acting styles, acting to screen and theatre directors.

### COURSE STRUCTURE

#### Unit 1: Investigating Practitioners Work

- Research a range of theatre makers
- Develop their work in workshop settings
- Apply acting skills
- Review of Practitioners Work

Assessed through: External examination.

#### Unit 2: Developing Skills and Techniques for Live Performance

- Understand the role and skills of a performer
- Develop performance skills and techniques for live performance
- Apply performance skills and techniques in selected styles.

Assessed through Journal, filmed rehearsals, performance of play.



#### Unit 3: Group Performance Workshop

- Understand how to interpret and respond to stimulus for a group performance
- Develop and realise creative ideas for a group performance in response to stimulus
- Apply personal management and collaborative skills to a group performance workshop process
- Apply performance skills to communicate creative intentions during performance workshop
- Review and reflect on the effectiveness of the working process and the workshop performance

Assessed through digital journal and filmed performance.

#### Unit 19: Acting Styles

- Understand acting styles and techniques for performance
- Develop acting styles, skills and techniques for performance
- Apply acting styles, skills and techniques in rehearsal and performance
- Review personal development and own performance.

Assessed through: presentation, recorded footage, journal, evaluation.

### WHAT SKILLS WILL I LEARN?

You will learn and develop new drama skills and techniques, including physical theatre, abstract work and characterisation and some new skills including acting for film. A lot of focus is concentrated on exploring theatre practitioners such as Stanislavski, Brecht and Artaud.

### WHAT ELSE WILL I GET TO DO?

Throughout the course there will be many theatre trips and we invite actors and directors to come in and talk to you, support your learning and further your experiences.

### THE NEXT STEP

The course develops essential life skills such as communication, co-operation and problem solving as well as developing confidence and acting ability.



# Economics

## Exam Board: Edexcel Specification B (9EB0)

### QUALIFICATIONS NEEDED

GCSE grade 6 in English and grade 7 in Maths is recommended. GCSE Business/Economics, although an advantage, is not required.

To avoid overlap in Enterprise subjects, you can only choose to study one of Business Studies, Level 3 Applied Business Studies and Economics at Bethany Sixth Form.

### COURSE CONTENT

Pupils are introduced to Economics through building knowledge of core microeconomic and macroeconomic concepts, and by investigating economic theory through real-world businesses and the environments in which they operate. Breadth and depth of knowledge and understanding with applications to more complex concepts and models are developed in the second year of study. Pupils will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessment and demonstrate an awareness of current economic events and policies.

### COURSE STRUCTURE

#### Theme 1

Markets, consumers and firms. Pupils will develop an understanding of:

- Scarcity, choice and potential conflicts
- Enterprise, business and the economy
- Introducing the market
- The role of credit in the economy
- Market failure and government intervention
- Revenue, costs, profits and cash

#### Theme 2

The wider economic environment. Pupils will develop an understanding of:

- Business growth and competitive advantage
- Firms, consumers and elasticities of demand
- Product efficiency
- Life in a global economy
- The economic cycle
- Introduction to macroeconomic policy



#### Theme 3

The global economy. Pupils will develop an understanding of:

- Globalisation
- Economic factors in business expansion
- Impact of globalisation on global companies
- Impact of globalisation on local and national economies
- Global labour markets
- Inequality and redistribution
- Introduction to macroeconomic policy

#### Theme 4

Making markets work. Pupils will develop an understanding of:

- Competition and market powers
- Market power and market failure
- Market failure across the economy
- Macroeconomic policies and impact on firms and individuals
- Risk and the financial sector

#### Assessment

Consists of three externally assessed examination papers. Questions are data response and open ended essay style.

### WHAT SKILLS WILL I LEARN?

Pupils will develop the knowledge and skills needed to interpret and analyse data, think critically about issues and make informed decisions. Furthermore pupils will learn to evaluate different sides to an argument before deciding on a specific course of action. Pupils will also develop their debating skills.

### WHAT ELSE WILL I GET TO DO?

Pupils will get the opportunity to visit organisations such as Lloyd's of London and the Bank of England and attend subject conferences. Some pupils may wish to extend their knowledge and skills by becoming involved with the Young Enterprise scheme. There is likely to be an opportunity to attend a residential overseas visit.

### THE NEXT STEP

The course gives pupils the knowledge and skills that will be very relevant to a very wide range of business employers, e.g. banks, insurance companies, retailers. At the same time the course is sufficiently academic and challenging to prepare them for an economics or business related degree course.

# English Literature

**Exam Board:**  
**AQA English Literature (7712)**

## QUALIFICATIONS NEEDED

GCSE English Language and Literature grade 6 or above.

## COURSE CONTENT

Pupils will study a minimum of six texts during the two year course, as well as engaging in a range of critical reading. The texts will come from all three genres of poetry, prose and drama and will cover a range of time periods. The course provides pupils with a great opportunity to explore literature in depth and foster their love of reading, writing and the theatre within a critical and discursive environment.

## COURSE STRUCTURE

### **Coursework: 2500 words and worth 20%**

This involves a comparative study of two texts, one of which must be pre-1900. Texts for this are decided by class teacher/pupil and are not set by the exam board.

### **Two examinations worth 80%**

'Love through the Ages' and 'World War 1 and its Aftermath' are the two units set for study by AQA. Both units contain a wide range of accessible and exciting texts which pupils will study during this two year course. Possible texts could include The Great Gatsby, Othello, Journey's End, First Casualty and a fantastic range of poetry on Love and War.



## WHAT SKILLS WILL I LEARN?

You will develop the insight of an artist, the analytical precision of a scientist and the persuasiveness of a lawyer. An English degree lets you choose from many different employment sectors and occupations. Many English graduates follow careers in management or administration, either for a company or for the government.

## WHAT ELSE WILL I GET TO DO?

You will go on trips to the theatre and cinema and develop a reading habit that will transport, delight and challenge you every year of your life.

## THE NEXT STEP

English Literature is a tremendous preparation for numerous courses at university and for careers in the media (television, radio and journalism), public relations, publishing, advertising, business and human resources management and secretarial/administrative work. It is listed by Russell Group universities as a facilitating subject, due to the breadth of skills covered and the academic rigour of the course.



If you need help choosing your course options then please contact **Simon Duff**, Head of Sixth Form, on **01580 211273**

# English as an Additional Language

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**British Council,  
IDP: IELTS Australia and  
Cambridge Assessment English**

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EAL pupils, who wish to attend college or university in an English speaking country, can undertake a preparation course for IELTS during their A Levels. An IELTS certificate is recognised as evidence of proficiency in English by more than 10,000 education and training providers worldwide, including all UK universities.

Preparation for IELTS is carried out through small groups and one to one tutoring. Two or three times per week the pupils and teacher will meet to work on the four skills tested by the IELTS examination; reading, writing, speaking and listening. There are also mock examinations three times a year, on Saturday mornings.



# Extended Project Qualification



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## Exam Board: AQA (7993)

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### QUALIFICATIONS NEEDED

GCSE English Language grade 5 or above.

### COURSE CONTENT

Where A Level courses necessarily face time constraints and the need to cover a set specification, the EPQ gives pupils the greatest possible control over their area of investigation. This means that they choose their own content and focus. Bethany pupils have previously completed EPQs on jazz music, the battle of the Thermopylae, alternative medicines and the role of non-violent protest in Indian nationalism.

### COURSE STRUCTURE

The EPQ has three parts to it. The first part is a record of procedure, a 'log' which charts the origins, progress and setbacks of a pupil's investigation, and reflects, critically, upon what they have achieved over the course of completing the EPQ. Then there is the 'product' which usually takes the form of a 5,000 word essay, but it can also be an event which the pupil has managed, or an artefact they have created. Finally, and importantly, pupils are required to make a ten minute presentation on their work to a live audience and questions will be asked.

Sixth Formers begin work on their EPQs in June of Year 12 and aim to finish them by March of Year 13.

**The EPQ is graded A\* to E with the A\* grade equating to 28 UCAS points.**

### THE NEXT STEP

The EPQ pushes pupils to read, write and think independently. They have control over their own project and its direction, under the one-to-one guidance of a supervisor. It is excellent preparation for undergraduate study. UK universities have responded very positively to the EPQ.

**If you would like to choose an unusual set of options, or you're just not sure, contact us - we can help**



# French

## Exam Board: AQA (7652)

### QUALIFICATIONS NEEDED

GCSE French grade 6 or above.

### COURSE CONTENT

Pupils will develop their understanding of themes relating to the society and culture of the countries where French is spoken, and their language skills; they will do this by using authentic spoken and written sources in French. The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. Pupils study aspects of the social context together with aspects of the artistic life of French-speaking countries.

Pupils should be prepared to undertake independent research.

### COURSE STRUCTURE

This qualification is linear, which means that pupils will sit all their examinations at the end of the course.

#### Paper 1: Listening, Reading and Writing

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary.
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary.
- Translation into English and translation into French.

#### Paper 2: Writing

- One question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions.
- 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).

#### Paper 3: Speaking

- Discussion of a sub-theme with the discussion based on a stimulus card. Presentation and discussion of Individual Research Project.

### WHAT SKILLS WILL I LEARN?

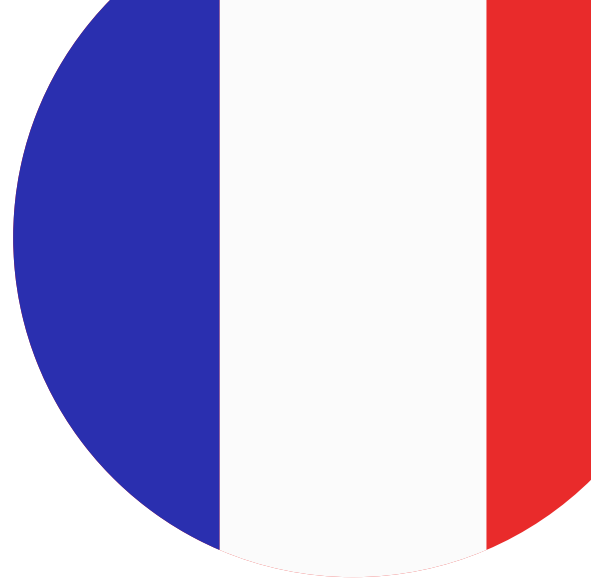
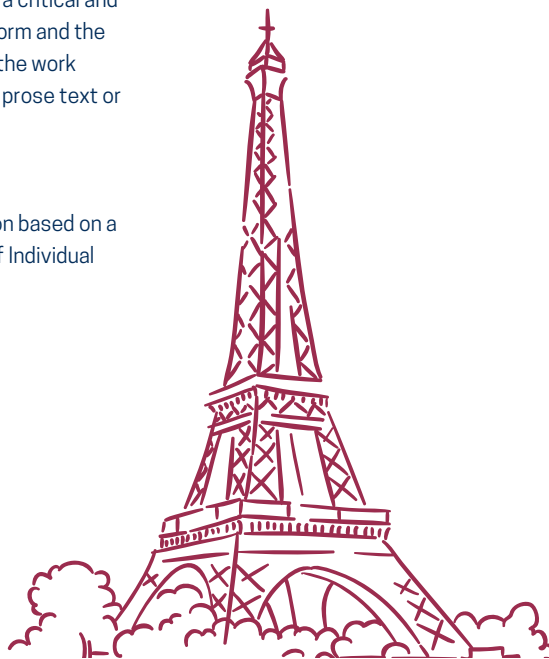
You will be able to speak confidently and effectively in French. You will improve your comprehension skills, such as understanding news items. You will develop your grammar and vocabulary knowledge and usage, including translating, and learn to develop the language more independently.

### WHAT ELSE WILL I GET TO DO?

You will have the opportunity to take part in visits and participate in outdoor learning and language events, such as the visiting language plays.

### THE NEXT STEP

French remains a very important language and is spoken by over 200 million people. French is among the principal languages of diplomacy and important international organisations such as the UN and is therefore a very valuable subject to study.



# Further Mathematics

## Exam Board: Edexcel (9MA0)

### QUALIFICATIONS NEEDED

GCSE Mathematics grade 8 or above.

You cannot choose to study Further Mathematics unless you also study A Level Mathematics.

It is recommended that you have completed Additional Maths FMSQ.

### COURSE CONTENT

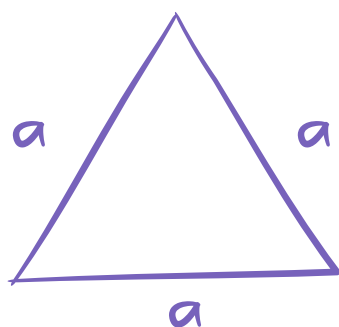
The course is linear with candidates studying towards four terminal examinations.

### COURSE STRUCTURE

The first two papers in A Level Further Mathematics cover the compulsory topics which are all Pure Mathematics and include: proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions and differential equations.

The third and fourth papers cover content from one of several possible combinations of Further Pure Mathematics, Further Statistics, Further Mechanics and Decision Mathematics.

Each paper is equally weighted; being one quarter of the qualification. All four papers are sat at the end of the two year course.



$$A = \frac{\sqrt{3}}{4} a^2$$



### WHAT SKILLS WILL I LEARN?

You will learn skills such as logical reasoning, problem solving, data analysis, pattern recognition and computational skills. As with all other A Levels, you will learn valuable transferable skills, and the Mathematics skill set is unique. By its nature, Mathematics focuses on technical material, rigour, reasoning, and communication. The technical material will provide you with an essential foundation for any further study into physical, mathematical and engineering sciences.

### WHAT ELSE WILL I GET TO DO?

You will take part in the Senior Maths Challenge and have the opportunity to participate in the Senior Maths Team Challenge.

### THE NEXT STEP

A Further Mathematics qualification is highly regarded by employers and by university admissions tutors. It is becoming an essential requirement for those wishing to study any mathematical course at university and it is a preferred A Level qualification in many other subject areas.

# Geography

## Exam Board: Edexcel (9GE0)

### QUALIFICATIONS NEEDED

GCSE Maths and English at grade 5 and above.

### COURSE CONTENT AND ASSESSMENT

#### Geographical Skills

This qualification requires pupils to evidence a variety of geographical skills, showing a critical awareness of the appropriateness and limitations of different methods, skills and techniques.

#### Fieldwork

A Level pupils must complete a minimum of four days of fieldwork, in relation to processes in physical and human geography.

#### Paper 1 (9GE0/01)

- Area of study 1, Topic 1: Tectonic Processes and Hazards
- Area of study 1, Topic 2: Landscape Systems, Processes and Change – including Coastal Landscapes and Change
- Area of study 3, Topic 5: The Water Cycle and Water Insecurity
- Area of study 3, Topic 6: The Carbon Cycle and Energy Security

#### Assessment:

- Written examination: 2 hours and 15 minutes. 30% of the qualification - 105 marks

#### Paper 2 (9GE0/02)

- Area of study 2, Topic 3: Globalisation
- Area of study 2, Topic 4: Shaping Places – including 4A Regenerating Places
- Area of study 4, Topic 7: Superpower
- Area of study 4, Topic 8: Global Development and Connections – including 8A Health, Human Rights and 1 area of intervention

#### Assessment:

- Written examination: 2 hours and 15 minutes. 30% of the qualification - 105 marks



#### Paper 3 (9GE0/03)

The specification contains three synoptic themes within the compulsory content areas:

- **Players (P)** - Who are the different players (individuals, groups and organisations, stakeholders) involved in geographical issues and decisions (interdependence, globalisation, systems)? Why do some players have greater influence than others (inequality)?
- **Attitudes and actions (A)** - Why do attitudes to geographical issues (identity) vary so greatly and how does this influence actions (policies and choice of strategy and management methods)?
- **Futures and uncertainties (F)** - There are contrasting approaches when making decisions about geographical issues that will affect people in the future. These include business as usual, priority towards more sustainable strategies and radical alternatives (mitigation and adaptation).

The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.

#### Assessment:

- Written examination: 2 hours and 15 minutes 20% of the qualification - 70 marks.
- A resource booklet will contain information about the geographical issue.





# Geography

continued...

## **Non-Examination Assessment: Independent Investigation (9GEO/04)**

- Non-examined assessments.
- 20% of the qualification - 70 marks

### **Content:**

- The pupil defines a question or issue for investigation, relating to the compulsory or optional content.
- The pupil's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data.
- The fieldwork, which forms the focus and context of the individual investigation, may be either human, physical or integrated physical human.
- The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.
- Pupils will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/or location.

### **Assessment overview:**

- The investigation report is internally assessed and externally moderated.
- Pupils will produce a written report of 3000 – 4000 words.

## **WHAT SKILLS WILL I LEARN?**

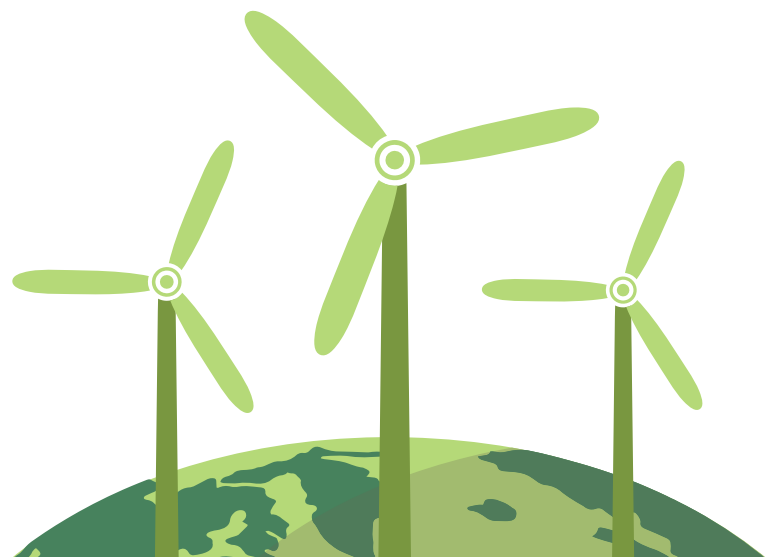
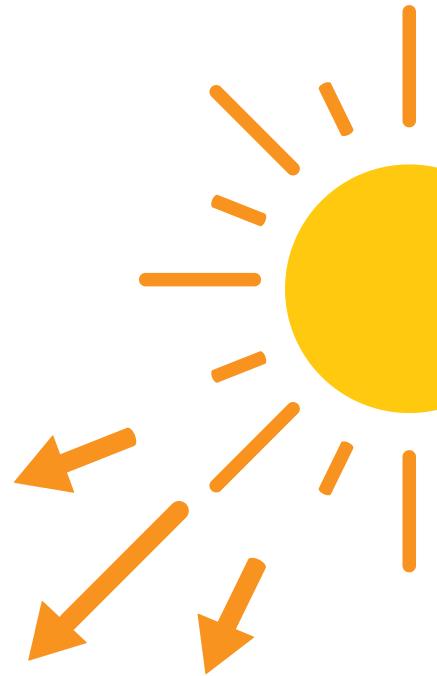
This course builds on the geographical, mathematical and statistical skills learnt at GCSE. Pupils are introduced to a broader spectrum of geographical information and encouraged to critically analyse and interpret using a range of qualitative and quantitative methods, such as coding, sampling and statistical tests. Pupils' fieldwork and extended writing skills are developed throughout the course, with a strong focus on analytical and evaluative writing techniques.

## **WHAT ELSE WILL I GET TO DO?**

There will be a number of exciting field trips to various locations organised for you throughout your two year A Level course. In the past we have been to local places of interest, as well as further afield to Iceland.

## **THE NEXT STEP**

Modern Geography equips pupils with a range of skills sought by employers and universities. You might become a journalist, environmental lawyer, landscape architect, environmental consultant, international aid/development worker.



# History

## Exam Board: Edexcel (9HI0)

### QUALIFICATIONS NEEDED

GCSE History preferably at grade 6 or above.

### COURSE CONTENT

The periods of history and topics that make up the A Level course are designed to offer pupils the opportunity to study History in depth and to develop expertise in various skills that are both historical and general.

### COURSE STRUCTURE

#### Paper 1 - The Crusades, c1095-1204

This option comprises a study in breadth of the early crusading movement from the late eleventh to the early thirteenth centuries. There are several themes:

- Reasons for the crusades.
- Leadership of the crusades.
- The crusader states of Outremer.
- The changing Muslim response to the crusades.

In addition, the unit includes a depth study of historical interpretations:

- What explains the failure of the Fourth Crusade?

#### 30% of qualification

#### Paper 2 - Anglo-Saxon England and the Anglo-Norman Kingdom, c1053-1106

This option comprises a study in depth of England and Normandy from the death of Earl Godwin in 1053 through to the re-establishment of the Anglo-Norman Kingdom by Henry I in 1106. There are four key topics:

- Late Anglo-Saxon England, c1053-66
- Norman Conquest and extension of control to Wales and Scotland, 1066-93
- State, Church and Society, 1066-1106
- Normandy, 1066-1106

#### 20% of qualification

#### Paper 3 - The making of modern Russia, 1855-1991

This option comprises two sections: aspects in breadth focus on long-term changes and contextualise the aspects in depth, which focus in detail on key episodes.

Aspects in breadth: the land and the peasantry, 1855-1991

- The changing status and condition of the peasantry
- Agriculture and productivity: meeting the country's needs?

#### Paper 3 - continued...

Aspects in depth: reform and revolution

- The political reforms of Alexander II, 1855-70
- Revolution and reform, 1904-06
- The end of the Romanovs and the triumph of the Bolsheviks, 1916-18
- Khrushchev and attempts to reform the Soviet system, 1956-61
- Gorbachev and the downfall of Soviet communism, 1985-91



#### 30% of qualification

#### Paper 4 - The Berlin Wall

The purpose of this coursework paper is to enable pupils to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian.

#### 20% of qualification

In order to gain both enjoyment and success from this course, pupils need to be willing to actively participate in discussions. For this to be effective, much background reading needs to be done, efficient study methods need to be developed and ideas and opinions need to be generated.

### WHAT SKILLS WILL I LEARN?

History teaches us to ask two very important questions: why and how. This is key to sharpening your critical thinking abilities, which combine analysis, research, essay writing and communication skills to help you to solve problems and form arguments for debate. Historians look at all the available evidence and come to conclusions, a lot like a good detective, which helps them learn to be organised and manage information. When you're working with medieval history, you may not have a lot of source material to go on and it will be up to you to bring together all your knowledge and to try and solve the mysteries of the past.

### WHAT ELSE WILL I GET TO DO?

Apart from learning the most fascinating subject there is, you'll also get the opportunity to visit Battle, focusing on the impact of events that took place in this location.

### THE NEXT STEP

Being an academic, analytical and literary subject, History is an excellent preparation for all arts courses in Higher Education. Moreover, it encourages the development of qualities that are sought by a wide range of employers including law, management of all kinds, banking, insurance, civil service, local government, journalism and social work.



# Level 3 Applied General Business



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**Exam Board: AQA (TVQ01027)**

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Equivalent to one A Level

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## QUALIFICATIONS NEEDED

GCSE Business/Economics, although an advantage, is not required. GCSE grade 4 in English and Maths is recommended.

To avoid overlap in Enterprise subjects, you can only choose to study one of Business Studies, Level 3 Applied Business Studies and Economics at Bethany Sixth Form.

## COURSE CONTENT

The course is entrepreneurial in character. Pupils will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions arising from analysis of primary and secondary research. In addition, pupils will learn team working, problem solving and presentation skills. Subject content involves decision making in the marketing, finance, human resources and operations functional areas and the influence of external factors.

## COURSE STRUCTURE

### Compulsory

- Financial planning and analysis - external examination
- Business dynamics - practical assignment internally assessed
- Entrepreneurial opportunities (synoptic assessment unit) - external assignment, externally assessed
- Managing and leading people - external examination
- Developing a business proposal (synoptic assessment unit) - internally assessed

### Optional (Pupils do one of the following)

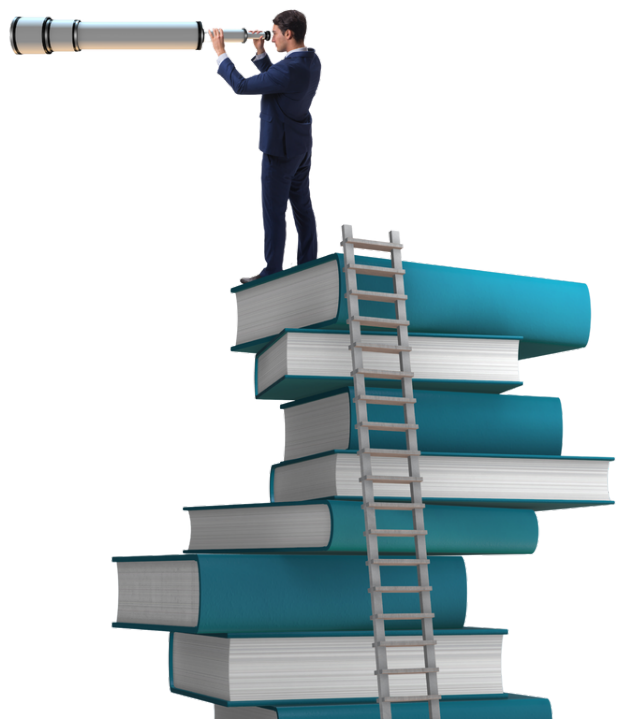
- E-Business implementation - practical assignment, internally assessed
- Managing an event - internally assessed
- Marketing communications - internally assessed

## WHAT ELSE WILL I GET TO DO?

Pupils will get the opportunity to visit and communicate with real businesses throughout the course. Some pupils may wish to extend their knowledge and skills by becoming involved with the Young Enterprise scheme. There is likely to be an opportunity to attend a residential overseas visit.

## THE NEXT STEP

The course gives pupils the knowledge and skills that will be very relevant to a very wide range of business employers, e.g. banks, insurance companies, retailers. At the same time the course is sufficiently academic and challenging to prepare them for business related degree courses



# Mathematics

## Exam Board: Edexcel (9MA0)

### QUALIFICATIONS NEEDED

GCSE Mathematics grade 7 or above.

It is recommended that you have completed Additional Maths FMSQ.

### COURSE CONTENT

The course is linear with candidates studying topics in Pure Mathematics, Statistics and Mechanics throughout the two year course. While Mathematics and Physics are mutually supportive subjects, the course offers conceptual thinking skills, which combines well with all other subjects.

### COURSE STRUCTURE

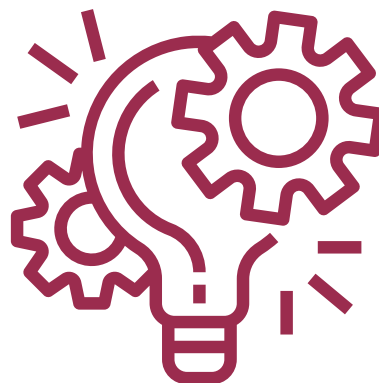
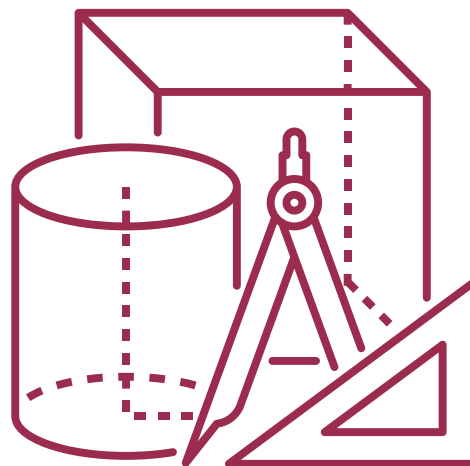
The Pure Mathematics topics which will be covered are: proof, algebra and functions, coordinate geometry in the  $(x, y)$  plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and vectors.

The Statistic topics in this course are: statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing.

Finally, the Mechanics topics in this course are: quantities and units in mechanics, kinematics, forces and Newton's laws and moments.

**The A Level course is assessed through three externally-examined papers which are sat at the end of the two year course and are each worth 33.33% of the qualification.**

- Papers 1 (9MA0/01) and 2 (9MA0/02) cover the Pure Mathematics topics.
- Paper 3 (9MA0/03) covers the Statistics and Mechanics topics.



### THE NEXT STEP

A successful Mathematics qualification is a real asset when applying for any Higher Education course, especially those in computer programming, systems analysis, actuarial studies, engineering, accountancy, law, politics, business studies, economics and management science

# Media Studies

## Exam Board: Eduqas (WJEC)

### QUALIFICATIONS NEEDED

GCSE/iGCSE English Language grade 5 or above.

### COURSE CONTENT

Media Studies is designed to enhance pupils' enjoyment, understanding and appreciation of the media and its role in their daily life. The course introduces media ideas and the practice of production, develops an understanding of media platforms, the contemporary media landscape and the influential role of the media today.

### COURSE STRUCTURE

A linear A Level course with two examinations and coursework assessed at the end of Year 13.

#### COMPONENT 1: MEDIA PRODUCTS, INDUSTRIES AND AUDIENCES

Written examination: 2 hours 15 minutes (35%)

##### Section A - Analysing Media Language and Representation

This section assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers. There are two questions in this section:

- One question assessing media language in relation to an unseen audio-visual or print resource,
- One extended response comparison question assessing representation in one set product.

##### Section B - Understanding Media Industries and Audiences

This section assesses two of the following media forms: advertising, marketing, film, newspapers, radio, video games - and media contexts. It includes:

- One stepped question on media industries,
- One stepped question on audiences.

#### COMPONENT 2: MEDIA FORMS AND PRODUCTS IN DEPTH

Written examination: 2 hours 30 minutes (35%)

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of three sections:

- **Section A - Television in the Global Age**  
There will be one two-part question or one extended response question.
- **Section B - Magazines: Mainstream and Alternative Media**  
There will be one two-part question or one extended response question.
- **Section C- Media in the Online Age**  
Pupils must answer either a one or two part question in each of the three sections.



#### COMPONENT 3: CROSS-MEDIA PRODUCTION

Non examination assessment (coursework) (30%)

An individual cross-media production based on two forms in response to a choice of briefs set by Eduqas, applying knowledge and understanding of the theoretical framework and digital convergence.

#### WHAT SKILLS WILL I LEARN?

You will learn to research, develop and present your point of view on contemporary critical debates within the media landscape. You will strengthen your interpersonal skills by working collaboratively on a range of practical tasks whilst becoming highly competent in your ability to present an informed, well-researched and analytical argument.

#### WHAT ELSE WILL I GET TO DO?

You will have the opportunity to embrace the various subject specific and cross curricular trips. We seek to engage with media around us and visits can range from seminars, to inviting highly respected guest speakers from the world of advertising, graphic design and animation to speak with pupils in school.

#### THE NEXT STEP

Media Studies naturally leads to careers in journalism, marketing, advertising and public relations, but an awareness of how the world of media works can also support other careers, such as social work, law, medicine, education and business.



# Music

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## Pearson BTEC Level 3 Subsidiary Diploma in Music (Performing)

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Equivalent to one A Level

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### QUALIFICATIONS NEEDED

GCSE/BTEC Level 2 Music Preferred but not essential.

Ability to play a musical instrument to approximately Grade 5 standard is also preferred.

### COURSE CONTENT

Pupils study six units of work across the two years which are designed to develop their understanding and experience of being a live musician in a variety of contexts. Pupils achieve this by taking part in various performances in real live music venues in front of real audiences. Pupils are also given the opportunity to develop their ability to plan real live music events by learning about marketing and promotion in the music industry.

### COURSE STRUCTURE

Pupils complete six units of work across the two years. All units are coursework-based that requiring pupils to submit a portfolio of evidence. Pupils will be provided with a unit brief for each unit which will outline the evidence required and could be in the form of various things such as performance videos, rehearsal diaries or presentations, etc.

All units are equally weighted and are marked either PASS, MERIT or DISTINCTION. All units are internally assessed in school and a sample of the work will be moderated by Pearson.

#### Year 12

Unit 40 – Working and Developing as a Musical Ensemble:  
Learning to work as part of a band to produce a set of songs to perform in front of a real live audience.

Unit 22 – Music Performance Session Styles:  
Learning about different genres of music and how to adapt to these styles of playing in a short period of time. These are then performed in a variety of performance scenarios.

Unit 24 – Music Project:  
Learning how to design and deliver a live music festival as part of a team. You are then required to perform the headline slot at this festival.



#### Year 13

Unit 23 – Music Performance Techniques:  
Learning how to develop key performance techniques in both a solo and group context.

Unit 17 – Marketing and Promotion in the Music Industry:  
Learning about the music industry and how marketing works. This knowledge is then applied to planning and delivering a live music event.

Unit 30 – Pop Music in Practise:  
Learning about how popular music and technology has evolved since the birth of rock and roll in the 1950s all the way to the modern day.

### WHAT SKILLS WILL I LEARN?

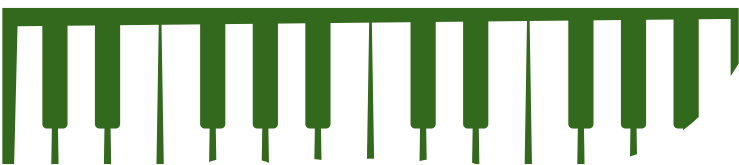
Due to the vocational nature of the course, pupils will be given the opportunity to truly develop their performance skills on at least one instrument. The sort of skills pupils will focus on are things such as technical ability, stage presence, audience interaction, as well as the ability to demonstrate confidence, creativity and flair. Pupils are expected to work as part of a group to develop their performances, so team-work skills are essential. As well as this, pupils will have the opportunity to develop their management skills by taking on various key roles and responsibilities which are involved in planning live music events.

### WHAT ELSE WILL I GET TO DO?

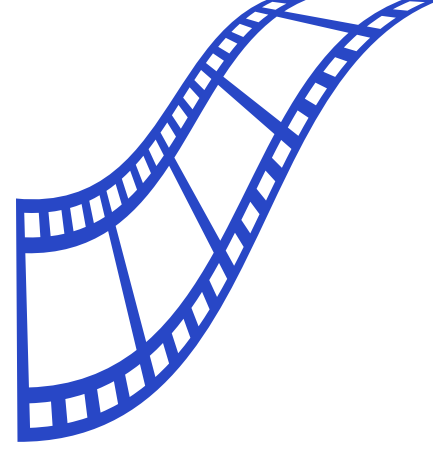
Pupils will have many performance opportunities in and out of school (mainly in local live music venues). As well as this, pupils will be given the opportunity to attend at least two live music events in London each year as well as various other trips that are relevant to the course.

### THE NEXT STEP

This qualification is widely recognised at a variety of universities and will give you plenty of experience required to attend prestigious contemporary music establishments such as ACM and BIMM. The course will also provide you with the necessary skills required to become a successful musician and performer.



# Photography



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## Exam Board: AQA (7206 C/X)

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### QUALIFICATIONS NEEDED

GCSE Art grade 5 is recommended as a minimum.

### COURSE CONTENT

At Bethany, we offer a broad-based two year A Level Photography course. Pupils produce practical, critical and theoretical work using a wide variety of photographic media and processes. This work is supported by substantial sketchbook material, recording first-hand experience, experimentation and research.

Pupils will produce practical and critical/ contextual work in one or more areas of study, for example: portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation). An ability to work independently, be enthusiastic, accept criticism and be open to try new ways of working is an essential part of the course. Pupils should ideally have their own DSLR (we use Canon) but it is not essential.

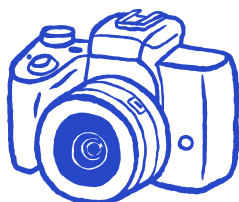
#### Year 12

Pupils are introduced to a 'Foundation' style course where they are encouraged to try working in different methods based on a range of different themes. Pupils will start to identify their strengths in a particular area and will then focus on the area in which they want to specialise. Using Adobe software (Photoshop, Premier Pro etc.) is a key part of the course and training will be given for pupils who need guidance in this area. This section assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers.

#### Year 13

Pupils start to narrow down their ideas to produce a project which is designed by the pupil to match their skills and strengths in Photography. Discussion with teaching staff is key so the pupil meets the four assessment objectives and works in a style that suits them. The pupils should be selective in the presentation of this project and only submit their very best work.

To enhance pupils artistic experience, regular trips are organised locally and abroad. In recent years, visits to Barcelona, Paris, New York, Madrid, Amsterdam and Berlin have taken place. Closer to home, visits are made to many of the London galleries.



### COURSE STRUCTURE

#### Unit 1 (Personal Investigation)

This is a two year practical investigation supported by written materials. Pupils develop their own work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artists, designers, photographers or craftspeople and include written work of no less than 1 000 and no more than 3000 words which support the practical work.

- No time limit, 96 Marks, 60% of A Level

#### Unit 2 - (Externally Set Assignment)

Pupils respond to a range of starting points provided by AQA. They have to produce work which displays their ability to work independently within specific time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

- Preparatory period plus 15 hours supervised time, 96 marks, 40% of A Level

### WHAT SKILLS WILL I LEARN?

The basics of Photography - composition, framing, lighting, setting up a photography studio, shutter speed, aperture and working in manual mode are all experimented with in the first term. Photoshop plays a big part in the production of your work and lessons are given in this software. Filmmaking is encouraged as another area to explore. One of the core principles of the Photography department is for pupils to work in a style that interests them and in a medium that plays to their strengths.

### WHAT ELSE WILL I GET TO DO?

You will get to learn about a wide variety of photographers, artists, designers, filmmakers, illustrators and anyone or anything who is creative and inspiring. You will learn how to take ideas from these sources and produce your own work influenced by them. We go on an annual trip to a major European capital every year and visits to museums and exhibitions are arranged as starting points for each project.

### THE NEXT STEP

The most important reason for choosing this course is the enjoyment of the subject and an ability to try new methods and techniques. Recently, we have had pupils go onto Fine Art, Animation, Illustration, Photography, Games Design, Graphic Design, Creative Advertising and Automotive Design degree courses.

# Physical Education

## BTEC Level 3 National Extended Certificate in Sport and Exercise Science

Equivalent to one A Level

### QUALIFICATIONS NEEDED

GCSE Maths and English at grade 5 and above.

### COURSE STRUCTURE

There are three mandatory units, one internal and two external. Learners must complete and achieve at Near Pass grade or above for both mandatory external units and a Pass grade or above for the mandatory internal unit. Learners must complete at least one optional unit.

### ASSESSMENT

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment: external, internal and synoptic.

Examinations- all learners take the same assessment at the same time, normally with a written outcome. Learners are permitted to resit external assessments during their programme.

Internal units are internally assessed and subject to external standards verification.



### COURSE CONTENT

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted, in order to confirm that the content is appropriate and consistent with current practice. Everyone taking this qualification will study three mandatory units and one optional unit, covering the following content areas:

- Functional anatomy
- Applied sport and exercise psychology
- Coaching for performance and fitness.
- Specialised fitness training
- Functional anatomy
- Sport and exercise physiology

#### Applied sport and exercise physiology

This unit is assessed by a written examination set and marked by Pearson. The examination will be one hour and 30 minutes in length.

The number of marks for the assessment is 60. The paper will contain a number of short and long-answer questions that will assess learners' understanding of the anatomy of the cardiovascular, respiratory, skeletal, and muscular systems. Learners will use their knowledge and understanding of the different systems to analyse how they produce movements in sport and exercise, including how they interrelate to carry out those movements. The assessment availability is twice a year in January and May/June.

#### Applied sport and exercise psychology

In this unit, you will develop an understanding of the major psychological factors that impact on sports performers. You will examine the predominant theories that help us to understand these factors, how they can affect sports performers positively and negatively, and the interventions that can be used to control psychological state, including motivation theories, stress management, arousal and anxiety, competitive environments, and the relationship of each one to optimal performance. You will explore other key concepts, such as self-confidence and mindset, and develop an understanding of how they can impact on performance. You will also focus on the functioning of sports groups and teams and how their outcomes can be influenced by cohesion and styles of leadership. Finally, you will be introduced to a range of psychological interventions and how they can be applied to support sports performers in achieving optimal outcomes. This unit will be assessed through a single part task, written and marked by Pearson.

This single part task will be taken under supervised conditions in a single session of 1.5 hours timetabled by Pearson.





# Physical Education

continued...

## Coaching for performance and fitness

In this unit, you will develop coaching skills, knowledge, qualities and best practices, allowing for sessions to incorporate progression over time. You will develop your planning, delivery and reflection skills, as well as your ability to use a variety of coaching practices. You will explore different practices and measures that could be used to develop sports performance. You will undertake the key vocational task of coaching a session to improve the performance of the athletes through enhancement of techniques, their application and the improvement of fitness. Finally, you will learn how to effectively evaluate the impact of your own coaching for the future development of athletes and of you as a coach.

This unit will be assessed internally through assignments and task completion when studying the unit.

## Specialised fitness training

In this unit, you will explore the fitness requirements, physical characteristics and demands of sports that contribute to effective training and sports performance. You will then investigate methods of training for physical and skill-related fitness that will improve this performance. You will then examine the principles that underpin the design of periodised training programmes and training sessions. Finally, you will carry out the planning of programmes and training sessions for a chosen sport.

This unit will be assessed internally through assignments and task completion when studying the unit.

## WHAT COULD THIS QUALIFICATION LEAD TO?

In addition to the sport and exercise science sector-specific content outlined above, the requirements of the qualification will mean learners develop the transferable and higher-order skills that are highly regarded by higher education and employers. For example, communication, teamwork and leadership skills.

The qualification carries UCAS points and, when taken alongside another Level 3 qualification, it is recognised by higher education providers as meeting admission requirements for many relevant sport science or related courses, for example:

- BSC (Hons) in Sport and Exercise Science, if taken alongside A Levels in Biology and Psychology
- BSC (Hons) in Biology, if taken alongside A Levels in Biology and Mathematics
- BA (Hons) in Applied Sport Science, if taken alongside an A Level in Mathematics



# Physics

## Exam Board: OCR (Physics A H556)

### QUALIFICATIONS NEEDED

New GCSE Combined Science/Trilogy and GCSE Physics (Grade 7 or above). Physics pupils should take A Level Mathematics.

### COURSE CONTENT

This course covers: development of practical skills in physics, foundations of physics, forces, motion, electrons, waves, photons, the Newtonian world and astrophysics, particles and medical physics.

### COURSE STRUCTURE

#### Unit 1 (Examination) Modelling Physics

This unit covers the following topics:

Development of practical skills in physics, foundations of physics, forces, motion, Newtonian world and astrophysics.

This component is worth 100 marks and is split into two sections and assesses content from teaching modules 1, 2, 3 and 5 of the specification. Learners answer all questions. Section A contains multiple choice questions. This section of the paper is worth 15 marks. Section B includes short answer question styles (structured questions, problem solving, calculations, practical) and extended response questions. This section of the paper is worth 85 marks.

- Examination paper out of 100 marks
- 2 hours 15 minutes written paper

37% of A Level

#### Unit 2 (Examination) Exploring Physics

Topics covered in this unit include:

development of practical skills in physics, foundations of physics, electrons, waves, photons, particles and medical physics.

This component is worth 100 marks and is split into two sections and assesses content from teaching modules 1, 2, 4 and 6 of the specification. Learners answer all questions. Section A contains multiple choice questions. This section of the paper is worth 15 marks. Section B includes short answer question styles (structured questions, problem solving, calculations, practical) and extended response questions. This section of the paper is worth 85 marks.

- Examination paper out of 100 marks
- 2 hours 15 minutes written paper

37% of A Level

Both units (Breadth in Physics and Depth in Physics) have to be completed for an AS Level Physics grade to be awarded.

#### Unit 3 (Examination) Unified Physics

The following topics are assessed:

development of practical skills in physics, foundations of physics, forces, motion, electrons, waves, photons, Newtonian world, astrophysics, particles and medical physics.

This component assesses content from across all teaching modules 1 to 6. Question styles include short answer (structured questions, problem solving, calculations, practical) and extended response questions.

- Examination paper out of 70 marks
- 1 hour 30 minutes written paper

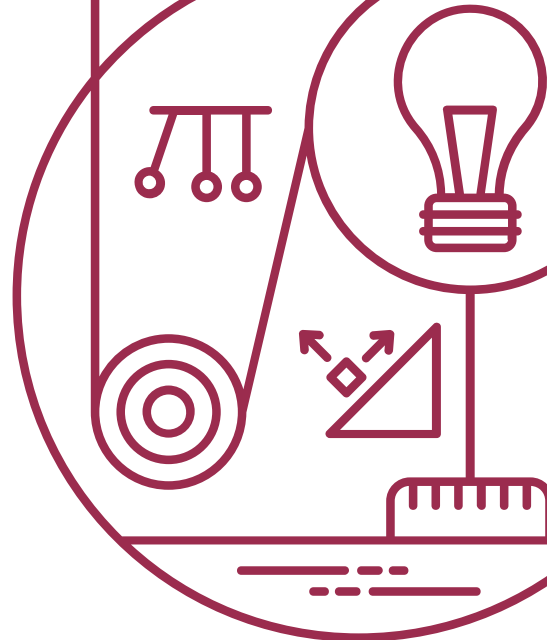
26% of A Level

#### Unit 4 (Non-Examination) Practical endorsement in Physics

The results for this unit are reported separately.

Performance in this component is reported separately to the performance in the A Level as measured through externally assessed components 1 to 3 of the specification. This nonexamination assessment component rewards the development of practical competency in physics and is teacher assessed. Learners demonstrate competence in the range of skills and techniques specified in Section 1.2 of the specification by carrying out a minimum of 12 assessed practical activities. The Practical Endorsement is teacher assessed against the Common Practical Assessment Criteria. Learners may work in groups but must demonstrate and record independent evidence of their competency.

Pupils who are awarded a pass must have demonstrated that they consistently and routinely exhibit the competencies listed in Section 5g of the specification and have demonstrated competence in all the skills detailed in section 1.2.1 and in all the apparatus and techniques detailed in Section 1.2.2 before completion of the A Level course. The practical activities provided by OCR are all mapped against the specification.



# Physics

continued...

## WHAT SKILLS WILL I LEARN?

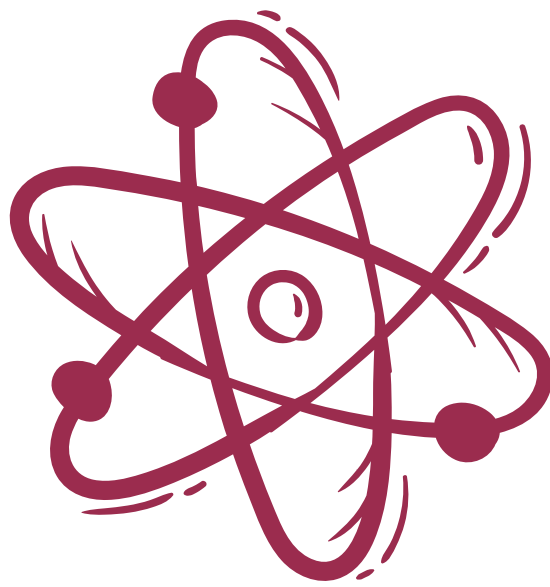
As learners progress through the course, they will build on their knowledge of the Laws of Physics, applying their understanding to solve problems on topics ranging from sub-atomic particles to the entire universe. Physics is a practical subject. The development and acquisition of practical skills is fundamental. For A Level only, the Practical Endorsement will also support the development of practical skills.

## WHAT ELSE WILL I GET TO DO?

The A Level Physics course is designed to inspire learners. The course will develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with Physics. Friendly, inspiring and prompt support from our team of Physics specialists will make you feel welcome.

## THE NEXT STEP

Physics is a valuable and versatile A Level. It is essential for many careers and highly desirable for many others. It forms a solid foundation for degrees in pure and applied science, medicine, electronics, computing and technology as well as allowing entry into non-science related areas such as business and finance.



# Politics

## Exam Board: Edexcel (9PLO)

### QUALIFICATIONS NEEDED

GCSE grade 5 or above in essay based subjects.

### COURSE CONTENT

The Year 12 course covers contemporary British politics and the nature, origin and impact of key political ideologies, and as such will shadow current affairs, parliamentary business, legal controversies and the challenges of governing Britain. In addition, pupils will learn one 'ideology in action' – in our case, feminism. In Year 13 pupils will study US Politics, comparing and contrasting different systems.

#### Component 1 – UK Politics

This unit looks at those forces which shape politics, from pressure groups to the media, electoral systems, political parties and ideologies.

#### Component 2– UK Government

This is a study of the magic of the UK constitution and the way our country is governed through the work of Prime Minister, ministers and civil servants, the role of parliament and finally the relationship between the three branches of government.

#### Component 3 – Comparative Politics

Pupils will study the politics of the USA, focusing on the nature of the constitution, federalism, the presidency and Congress. The synoptic element of this paper will require pupils to make comparisons between the nature of democracy and politics in the UK and the US.



### COURSE STRUCTURE

Pupils will study components 1 and 2 in Year 12, and component 3 in Year 13.

#### Component 1 – Two hour examination

- Section A: One 30 mark source essay, one 30 mark non-source essay on UK Politics
- Section B: One 24 mark essay on the core ideologies studied

#### Component 2 – Two hour examination

- Section A: One 30 mark source essay, one 30 mark non-source essay on UK Government
- Section B: One 24 mark essay on feminism

#### Component 3 – Two hour examination

- Section A: 12 mark comparative essay on US/UK politics
- Section B: 12 mark comparative essay on US/UK politics (including application of comparative theories)
- Section C: Two 30 mark essays on US politics

The three components count equally towards the final A Level.

### WHAT SKILLS WILL I LEARN?

Studying Britain now is probably more exciting than it has ever been. Widespread constitutional reforms have changed the political map. The establishment of the Parliament in Scotland and the Assemblies in Wales, Northern Ireland and London mean that power is shifting. Not only that, Britain's vote to leave the EU means that debates over sovereignty and co-operation rage long and hard. As the European Union grows both in size and power, people need to be able to understand and analyse developments. Political theory is vital to the study of politics because without theory we would not know what to investigate.

# Religious Studies

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**Exam Board: WJEC Eduqas**

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## QUALIFICATIONS NEEDED

GCSE Maths and English at grade 5 or above.

## WHAT WILL I LEARN?

Religious Studies at A Level covers much more than studying religions. Delving into philosophical topics such as the arguments for God's existence, the problem of evil and religious experiences. You will also debate various ethical systems such as Utilitarianism, Situational Ethics and look to apply these systems towards current world issues. There is an exploration of the historical accuracy of Bible stories, insight into Jesus and his various life events and much more. A Level Religious Studies explores a variety of subjects and holds life skills that you can take with you throughout your career and are present in the vast amount of areas within our world.

## COURSE SUMMARY

At A Level Religious Studies, the two year course content is split into two.

### Year 12

We look at Inductive and Deductive arguments for God's existence as well as the problem of Evil in Philosophy. In Ethics we explore various ethical systems such as those mentioned above, as well as morality and societal laws in application towards moral issues such as euthanasia and abortion. Christianity explores the Gospels, Jesus' life and more.

### Year 13

We further our exploration and look at Religious Language and Experiences, different church denominations and beliefs and religious identity. The course is full of varied and interesting arguments and systems that you may even identify with yourself!



## DOES THE COURSE SUIT ME?

If you are an inquisitive and deep thinker, someone looking to explore the large opinions and philosophical standpoints in life then this course is for you! The course helps you gain critical and evaluative skill which are highly sought after by higher education and employers – **particularly in law, education, social work, politics, medicine, administration and the media.**



# Spanish

**Exam Board: AQA (7692)**

## QUALIFICATIONS NEEDED

GCSE Spanish grade 6 or above.

## COURSE CONTENT

Pupils will develop their understanding of themes relating to the society and culture of the countries where Spanish is spoken, and their language skills; they will do this by using authentic spoken and written sources in Spanish. The approach is a focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change. Pupils study aspects of the social context together with aspects of the artistic life of Spanish speaking countries. Pupils should be prepared to undertake independent research.

## COURSE STRUCTURE

This qualification is linear, which means that pupils will sit all their examinations at the end of the course.

### Paper 1 - Listening, Reading and Writing

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary.

Translation into English and translation into Spanish.

### Paper 2 - Writing

One question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions

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 (eg the effect of narrative voice in a prose text or camera work in a film).

### Paper 3 - Speaking

Discussion of a sub-theme with the discussion based on a stimulus card. Presentation and discussion of Individual Research Project.



## WHAT SKILLS WILL I LEARN?

You will be able to speak confidently and effectively in Spanish. You will improve your comprehension skills, such as understanding news items. You will develop your grammar and vocabulary knowledge and usage, including translating, and learn to develop the language more independently.

## WHAT ELSE WILL I GET TO DO?

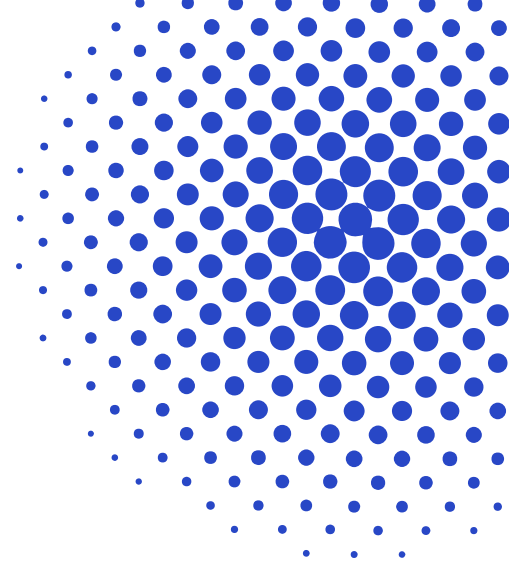
You will have the opportunity to take part in visits and participate in language events, such as visiting language plays and work experience abroad.

## THE NEXT STEP

Spanish is the second most important international language with over 600 million native speakers worldwide. The course can lead directly to a language degree or can be combined with other subjects such as Business Studies or Law.



# Tech Level 3 in IT



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## Cambridge Technicals in IT Exam Board: OCR (05840)

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Equivalent to one A Level

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### QUALIFICATIONS NEEDED

GCSE Mathematics and English Literature/Language grade 5 or above. Computer Science or ICT qualification at Grade 6 or above is desirable but not essential.

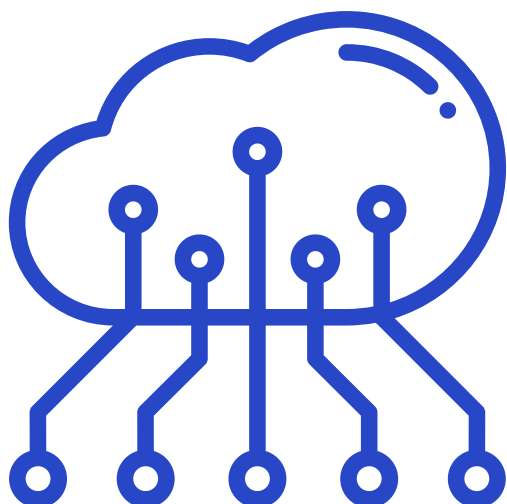
### COURSE CONTENT

This is a brand new qualification to Bethany School that offers a Computing/IT qualification at Level 3. It aims to develop core knowledge, skills and understanding of the IT industry. The qualification looks at equipping pupils for the 21st century workplace by offering four pathways:

- IT Infrastructure Technician
- Emerging Digital Technology Practitioner
- Application Developer
- Data Analyst

The qualification is equivalent to a full A Level and is mapped against the new UCAS tariff. All pathways have a minimum of 40% externally examined units. Each cohort must pick two optional units from a suite of twenty units.

Having worked with employers on the design of the qualification, supported by the inclusion of contextualised transferable skills, means that employers and higher education providers will be confident that pupils have the knowledge and skills for successful career progression.



### COURSE STRUCTURE

Pupils will follow one of the four pathways but each pathway will include two externally assessed units 'Fundamentals of IT' and 'Global Information'. Each pathway has an additional compulsory internally assessed unit and then the cohort can pick a further two optional units. There will be opportunities to find out from employers how the skills acquired are used in a working environment.

#### IT Infrastructure Technician Pathway

This unit will give pupils the practical ability to plan, implement and maintain computer networks building the key skills, knowledge and understanding relevant to job roles in this field. The compulsory unit for this pathway is 'Computer Networks'.

#### Emerging Digital Technology Practitioner Pathway

Pupils will use and develop virtual and augmented reality or emerging technologies for a variety of contexts including mobile technology and digital marketing. The compulsory unit for this pathway is 'Virtual and Augmented Reality'.

#### Application Developer Pathway

Pupils will develop their skills in application development including creating a specification, designing, building and testing of applications. The compulsory unit for this pathway is 'Application Design'.

#### Data Analyst Pathway

Pupils will acquire the skills and knowledge required to use data analysis techniques and develop data design solutions to meet specific business requirements. The compulsory unit for this pathway is 'Data Analysis and Design'. A few examples of optional units include Cloud Computing, Internet of Everything, Games Design, Mobile Technology and Project Management.

### THE NEXT STEP

Created and endorsed by leading professional bodies, the qualification has also been produced with significant input from employers. This makes it incredibly practical and relevant to tomorrow's workplace. These qualifications are mapped to industry standards.

# Textile Design

**Exam Board: AQA (7204 C/X)**

## QUALIFICATIONS NEEDED

GCSE Art grade 5 is recommended as a minimum.

## COURSE CONTENT

At Bethany, we offer a broad-based two year A Level Textile course. Pupils produce practical, critical and theoretical work using a wide variety of media and processes. This work is supported by substantial sketchbook material, recording first-hand experience, experimentation and research.

Pupils are expected to explore Textiles in a variety of different areas to develop their skills. The following areas can be explored: Photoshop, photography, felting, stitching, printing, 2D design, 3D design, knitting, weaving, applique, fabric manipulation, embellishment, batik, silk painting, fashion sketches, interior textiles, gallery textiles, fashion design.

An ability to work independently, be enthusiastic, accept criticism and be open to try new ways of working is an essential part of the course.

### Year 12

Pupils are introduced to a 'Foundation' style course where they are encouraged to try working in different methods based on a range of different themes. Short projects and workshops will be delivered demonstrating the different textile techniques to further the knowledge of the pupil's skill set. Pupils will start to identify their strengths in a particular area and will then focus on the area in which they want to specialise.

### Year 13

Pupils start to narrow down their ideas to produce a project which is designed and led by the pupil to match their strengths and skills within Textiles - discussion with teaching staff is key here so the pupil meets the four assessment objectives and works in a style that suits them. The pupils should be selective in the presentation of this project and only submit their very best work. To enhance pupils' artistic experience, regular trips are organised locally and abroad. In recent years, visits to Barcelona, Paris, New York, Madrid, Amsterdam and Berlin have taken place. Closer to home, visits are made to many of the London galleries and knitting and stitching shows.

## COURSE STRUCTURE

Practical elements should make connections with some aspect of contemporary or past practice of artists, designers, photographers or craftspeople and include written work of no less than 1 000 and no more than 3000 words, which support the practical work.

### Unit 1 (Personal Investigation)

Pupils conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The investigation should be a coherent, in-depth study, informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. It must include evidence of the pupil's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.

No time limit, 96 marks, 60% of A Level

### Unit 2 (Externally Set Assignment)

Pupils respond to a range of starting points provided by AQA. Pupils must produce work which displays their ability to work independently within specific time constraints and develop a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

Preparatory period plus 15 hours supervised time, 96 marks, 40% of A Level

## WHAT SKILLS WILL I LEARN?

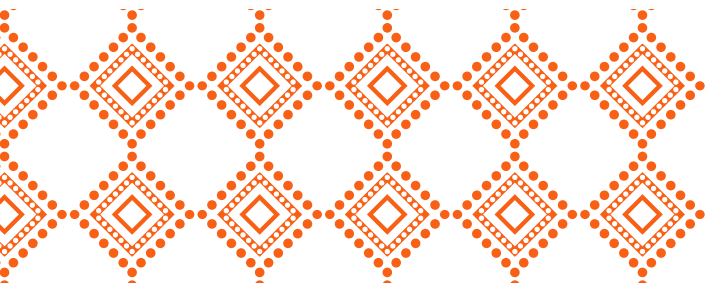
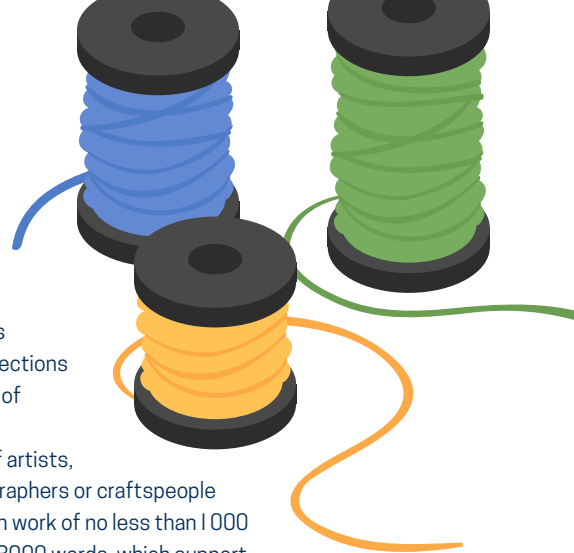
You will learn a variety of textiles techniques, such as batik, devore, stitching, printing, fabric manipulation, silk painting and dyeing. You will also be able to problem solve issues with your work and evaluate your own way of working and thinking. Independent learning is a key in this subject and you will be able to learn to direct your own work and ideas in a creative and structured manner.

## WHAT ELSE WILL I GET TO DO?

We organise trips to enrich your learning and broaden your ideas and inspiration for your project. Exhibitions relevant to the current projects can also be arranged throughout the year if they will inspire pupils with their work.

## THE NEXT STEP

The most important reason for choosing this course is the enjoyment of the subject, independent learning and evaluation skills, problem solving techniques and an ability to try new methods and techniques. Recently, we have had pupils go onto Fine Art, Animation, Fashion Design, Interior Design, Illustration, Games Design, Graphic Design, Creative Advertising and Automotive Design degree courses.





# Dyslexia & Learning Success

Pupils who have received full-time support in the past will normally continue to do so during their A Levels. This is carried out by our experienced Learning Support Assistants (LSA) through one to one tutoring. Once or twice a week the pupil and LSA will meet to work on anything the pupil needs support with. The type of work carried out in this time may include:

- Extracting information from different sources.
- Proof reading, skimming and scanning.
- Organisation of self and equipment.
- Revision techniques - mind mapping, question analysis note taking
- Comprehension.
- Oral presentations.

**Please note:** there is an additional charge for this support.

