



Bethany
since 1866

SIXTH FORM

COURSE CHOICES

2026/27





Welcome to Bethany Sixth Form

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

At Bethany Sixth Form, the range of academic subjects and co-curricular opportunities is both impressive and inspiring. We offer 25 A Level (or equivalent) subjects, spanning the traditional academic, creative and vocational fields. This breadth of choice allows pupils to pursue the subjects in which they excel while also exploring areas that spark genuine curiosity and passion.

Our small class sizes ensure that learning is personalised and accelerated, giving pupils far greater access to individual support. Coupled with the latest technology, excellent in-class resources and the innovative approaches of our specialist teachers, this creates an environment where pupils are not only challenged but also inspired to achieve their best.

SIXTH FORM ENTRY

From the moment you join Bethany Sixth Form, you are welcomed as a young adult with your own identity and ambitions. Sixth Form life offers greater independence and responsibility than Year 11, allowing you to take ownership of your learning and personal development. At the same time, your relationships with tutors and teachers are built on mutual respect and partnership, ensuring you receive the guidance, encouragement and challenge needed to thrive.

Entry to Sixth Form generally requires a minimum of five Level 4 grades, though some A Level subjects have higher entry requirements. These are clearly outlined later in this booklet, helping you make informed choices that align with your strengths and aspirations.

FACILITIES

At the heart of Bethany Sixth Form is the Sixth Form Centre, a vibrant, welcoming space designed to balance focused study with social connection. This offers dedicated study rooms for day pupils and a spacious communal area where pupils can relax, collaborate and share ideas. Beyond this central hub, there are numerous subject-specific study spaces within departments, enabling guidance and support beyond the classroom.

Sixth Form pupils also benefit from access to a range of specialist facilities that enrich both academic and personal development. These include state-of-the-art Art, Textiles and Photography studios, impressive health and fitness amenities and a bespoke Creative Cookery programme designed to develop valuable independent living skills.

Together, these facilities create an inspiring environment where pupils can study, socialise and grow with confidence, fully supported as they prepare for opportunities that lie ahead.

CAREERS AND NEXT STEPS

Our dedicated Sixth Form careers programme, Project Horizon, provides pupils with exceptional guidance and support as they prepare for life beyond school. The Careers team are highly proactive, offering a comprehensive and personalised service that helps every pupil identify and achieve their individual ambitions.

A weekly careers session features engaging speakers from a wide range of professions, while the annual Careers Fair provides invaluable opportunities for pupils to network with universities, employers and apprenticeship providers. In addition, visits to university open days, apprenticeship fairs and career exhibitions broadens pupils' understanding of the many pathways available to them.

Pupils receive support throughout the UCAS process, from selecting courses to refining personal statements and preparing for interviews. This tailored guidance results in over 96% of Bethany pupils securing offers from their first or second choice universities, including leading institutions such as Oxbridge and The Russell Group, alongside successful placements on prestigious apprenticeship programmes.

SUPPORT

At Sixth Form, you will be encouraged, supported and inspired every step of the way. Our commitment to you extends throughout your A Levels and beyond.

You will have a personal tutor to guide your progress, access to our excellent Learning Support Department for individual assistance and dedicated subject teachers who work to help every pupil reach their full potential. Alongside academic achievement, you will enjoy a rich and rewarding Sixth Form experience that develops essential life skills such as confidence, independence and resilience.

When you leave Bethany, you will be well-rounded, self-assured and ready to embrace whatever comes next.

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 a swimming squad trip to Greece, a ski trip to Austria, football tours to Spain and Portugal and a 'True Adventure' trip to Tanzania, where pupils participated in community projects, trekked, scuba-dived and immersed themselves in the local culture.

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
- www.aqa.org.uk
- www.ocr.org.uk
- 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
English Literature
English as an Additional Language
Extended Project Qualification
French
Geography
History
Information Technology
Level 3 Applied Diploma in Criminology
Level 3 Diploma in Finance
Level 3 Food Science and Nutrition
Mathematics
Media Studies
Music
Photography
Physical Education
Physics
Religion, Philosophy and Ethics
Spanish
Textile Design
Dyslexia & Learning Support

Art, Craft & Design

Exam Board: AQA (7201 C/X)

QUALIFICATIONS NEEDED

GCSE Art Grade 5 is recommended. If a combination of A Levels in the Art and Design suite is desired, then pupils are recommended a GCSE Grade of 7 or above.

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?

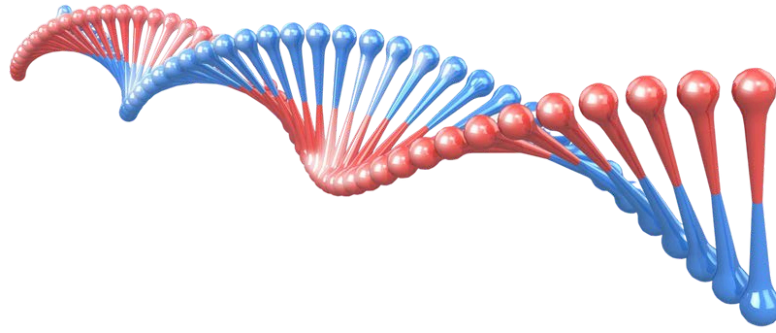
You will get to learn about a wide variety of artists, designers, filmmakers, illustrators and anyone or anything who is creative and inspiring. You will learn how to take ideas from these sources and produce your own work influenced by them. We aim to go on an Art trip to a major European capital every 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 Combined Science or GCSE Biology 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?

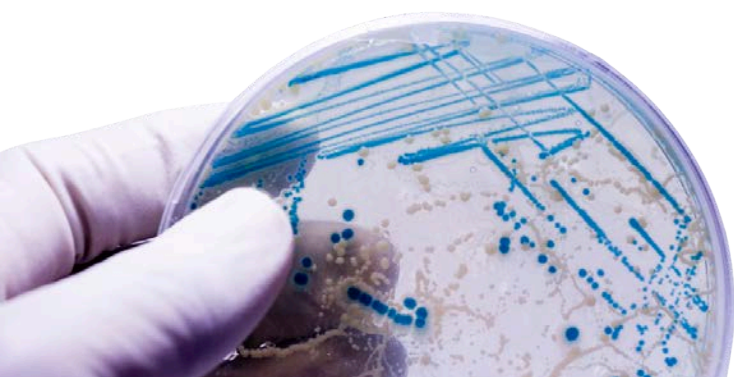
The course has a large practical element which is used to develop skills, and there is the opportunity for project work in both years. Biology is one of the subjects that demonstrates literacy, numeracy and communication skills which are vital in the work place and rank highly amongst the skills sought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

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?

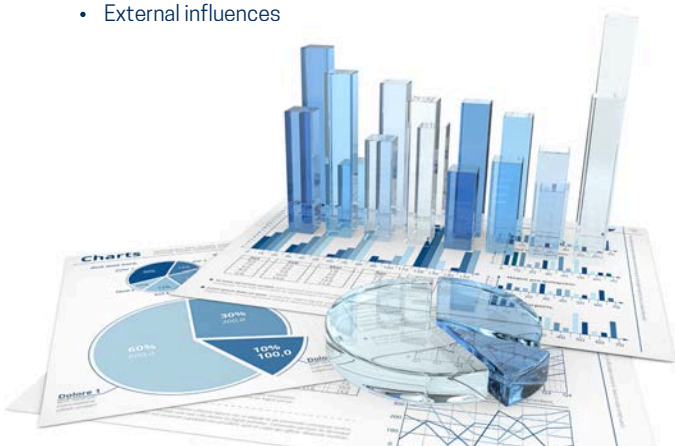
Pupils will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions. In addition, pupils will learn teamworking problem solving and presentation skills.

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)

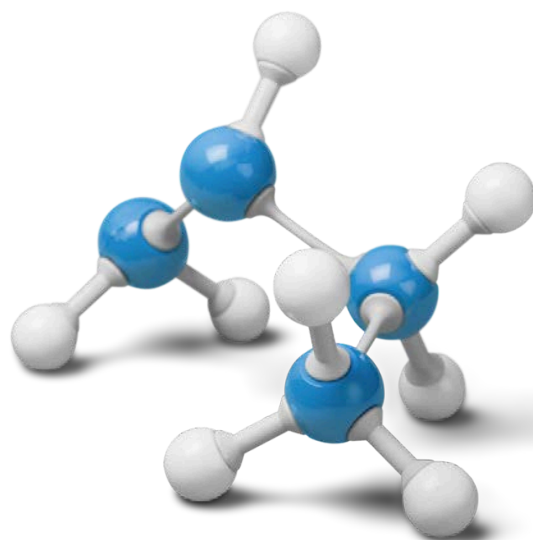
This unit focuses on organic chemistry as well as further developing the physical chemistry concepts and also incorporates the relevant practical skills.

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, IT or Physics at A Level. Grade 5 in GCSE Design & Technology and Grade 4 in GCSE Maths and English 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.

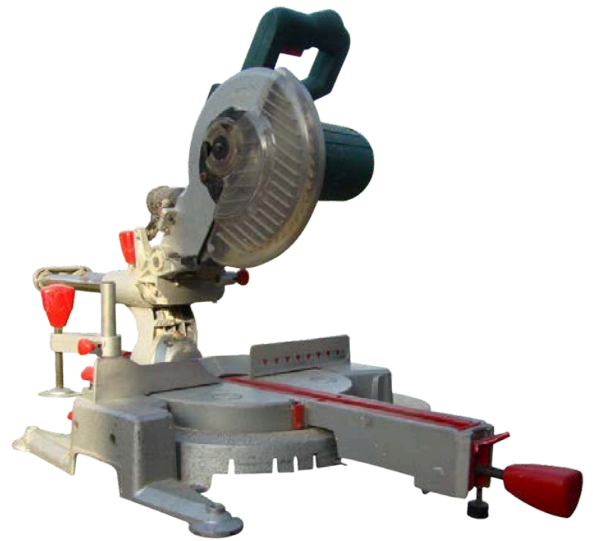
- 100 marks
- **30% of A Level**
- Mixture of short answer, multiple choice and extended response

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

BTEC National Extended Certificate in Performance (Acting)

Equivalent to one A Level,
Edexcel Pearson

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.



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

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



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 throughout the academic year.



Extended Project Qualification



Exam Board: AQA (7993)

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.
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.
- 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.
- Film: La Haine
- Set Text: Maupassant Boule de Suif
- 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 form and technique of the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).

Paper 3: Speaking

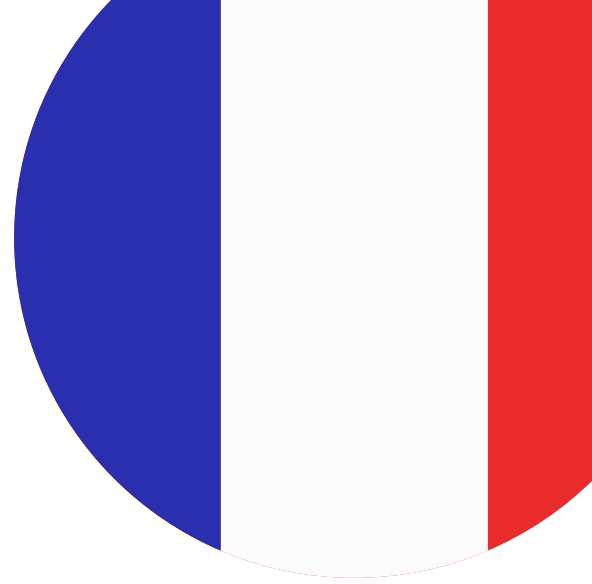
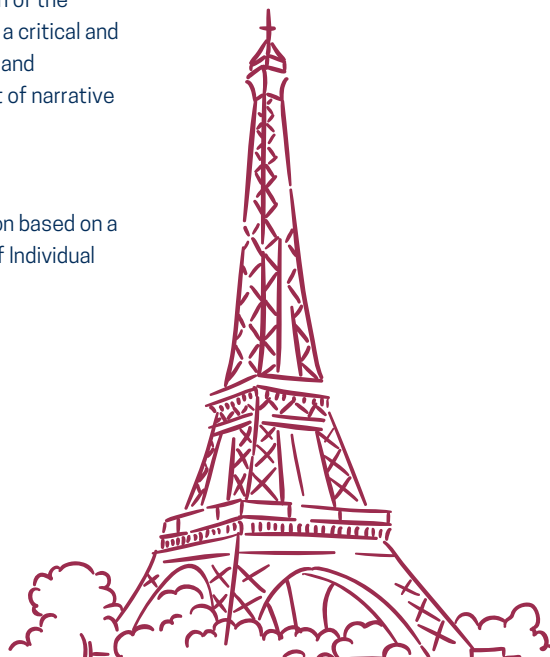
- Discussion of a sub-theme with the discussion based on a stimulus card. Presentation and discussion of Individual Research Project.

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.

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.



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: Migration, Identity and Sovereignty.

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?

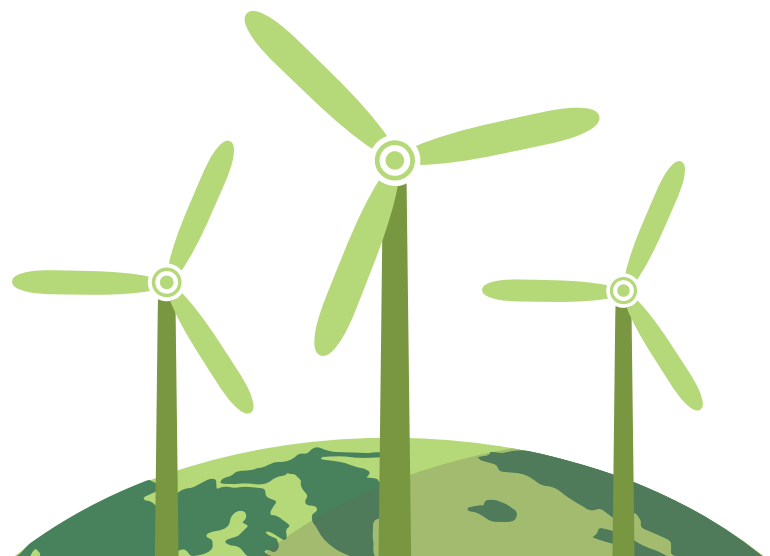
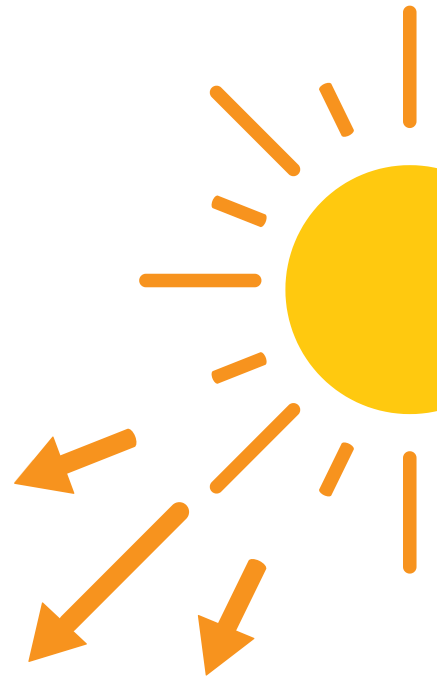
This course builds on the geographical, mathematical and statistical skills learnt at GCSE. Pupils are introduced to a broader spectrum of geographical information and encouraged to critically analyse and interpret using a range of qualitative and quantitative methods, such as coding, sampling and statistical 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?

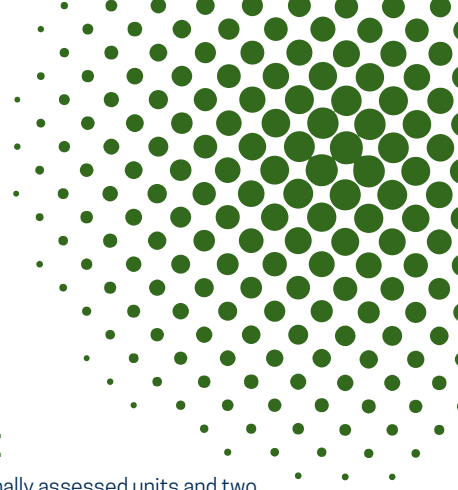
Apart from learning the most fascinating subject there is, you'll also get the opportunity to visit Battle, focusing on the impact of events that took place in this location.

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.



Information Technology



Level 3 Alternative Academic Qualification BTEC National in Information Technology

Equivalent to one A Level

QUALIFICATIONS NEEDED

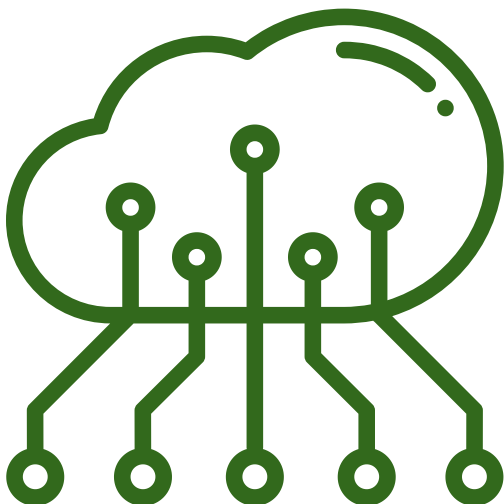
GCSE Mathematics and English at Grade 5 or above. Computer Science GCSE at Grade 6 or above is desirable but not essential.

COURSE CONTENT

The Pearson Level 3 Alternative Academic Qualification BTEC National in Information Technology (Extended Certificate) allows pupils to study the fundamental knowledge of Information Technology, covering the role and implications of using Information Technology systems and cyber-security threats and how to manage attacks. Pupils will also develop important skills for creating websites to meet a specific purpose and to manage data through the development of a relational database solution.

There are two examined units and two internally assessed units where pupils will engage in practical tasks to develop their Information Technology skills and knowledge.

The qualification is designed to be taken alongside A Levels as part of a study programme and can link to learning in A Level Mathematics and A Level Business Studies. It is intended for pupils that wish to progress into higher education as a pathway to employment.



COURSE STRUCTURE

Pupils must complete 2 externally assessed units and two internally assessed coursework units.

Unit 1 – Information Technology Systems

In this unit, pupils will study the role of Information Technology (IT) systems and the implications of their use in personal and professional situations. They will gain knowledge and understanding of issues relating to the use of IT in personal and professional situations. This unit is assessed with an external examination set and marked by the exam board.

Unit 2 – Cyber Security and Incident Management

In this unit, pupils will examine the many types of cyber security attacks, the vulnerabilities in networked systems and the techniques that can be used to defend an organisation's networked systems. Pupils will examine scenarios and explain appropriate protection measures for networked systems. Pupils will also look at the forensic methods used to investigate cyber security incidents and analyse the suitability of those methods for a given scenario. This unit is assessed with an external examination set and marked by the exam board.

Unit 3 – Website Development

In this unit, pupils will explore how existing websites use the principles of website development to appeal to their intended audience and meet their specific purpose. They will plan, design and develop a website in response to a client brief by applying website development tools, techniques and processes. Pupils will also reflect on the usability, functionality and fitness for purpose of the website using a testing and review process. This unit is assessed with a coursework assignment that is set by the exam board and marked by the teacher.

Unit 4 – Relational Database Development

In this unit, pupils will examine the structure of data and how an efficient data design follows through into an effective, useful database. Pupils will investigate database management systems (DBMS) and apply practical skills in designing and developing a database within a given DBMS. This unit is assessed with a coursework assignment that is set by the exam board and marked by the teacher.

THE NEXT STEP

Pupils will develop the ability to apply digital concepts to different sectors which is beneficial to the analytical approach included in many degrees. The ability to take personal responsibility and written communication skills will develop pupils' ability to manage their own work and independently create extended writing tasks which is a good foundation for academic success. This qualification can lead to progression to the following degrees: BA Business Studies, BSc Information Systems and BSc Computer Science.

Level 3 Applied Diploma in Criminology



Exam Board: Eduqas (WJEC)

Equivalent to one A Level

QUALIFICATIONS NEEDED

A grade 4 in English and a grade 4 in Mathematics is recommended due to the analytical and written elements of the course. An interest in current affairs, psychology, law or sociology would be beneficial.

COURSE CONTENT

Criminology is the study of crime, criminal behaviour and society's response to crime. This engaging course blends elements of psychology, law and sociology to explore the reasons why people commit crime, how society defines criminality, and how the criminal justice system operates from investigation to punishment.

Pupils will investigate real-life case studies, analyse media influence on perceptions of crime, and explore how social change and public campaigns shape law and justice. The course combines academic theory with applied learning, making it ideal for those who enjoy discussion, research and problem solving.

COURSE STRUCTURE

Pupils complete four mandatory units:

Year 1

- **Unit 1: Changing Awareness of Crime** – Understanding different types of crime, unreported crime, and the role of the media. Students plan and design a campaign for change. (Internally assessed piece of coursework)
- **Unit 2: Criminological Theories** – Exploring why people commit crime through biological, psychological and sociological theories. (Externally assessed exam – 1 hour 30 minutes)

Pupils who complete these two units successfully can achieve the Level 3 Applied Certificate in Criminology (equivalent to an AS Level).

COURSE STRUCTURE

Year 2

- **Unit 3: Crime Scene to Courtroom** – Understanding the process from the crime scene through investigation, evidence, prosecution and trial. (Internally assessed piece of coursework)
- **Unit 4: Crime and Punishment** – Exploring how laws are made, the aims of punishment and the effectiveness of agencies in achieving social control. (Externally assessed exam – 1 hour 30 minutes)

Both external units are assessed through short and extended written responses based on applied, real-world scenarios.

WHAT SKILLS WILL I LEARN?

Pupils will develop a range of transferable skills including:

- Independent research and critical thinking
- Data analysis and evaluation
- Essay writing and extended response skills
- Problem solving and decision making
- Application of theory to real-world contexts

These skills prepare students for both university study and employment, particularly in areas that require evidence-based reasoning and analysis.

WHAT ELSE WILL I GET TO DO?

Pupils will have opportunities to engage with guest speakers from the police and legal professions, visit courts, and explore real criminal cases. Coursework may involve planning awareness campaigns or evaluating criminal justice processes.

THE NEXT STEP

The Criminology Diploma provides an excellent foundation for degrees and careers in: Criminology and Criminal Justice, Law, Psychology or Sociology, Policing and Forensic Science and Probation, Prison and Social Work.

It is a particularly popular choice for pupils considering careers in the criminal justice system, social services, legal professions, or public sector roles.

Level 3 Diploma in Finance



Exam Board: TLM (The Learning Machine)

Equivalent to one A Level

QUALIFICATIONS NEEDED

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

COURSE CONTENT

Pupils will learn how to manage their own current and future personal finances more effectively and efficiently and how to make informed financial decisions in organisations. Specific skills will include independent thinking, critical analysis and evaluation, synthesis, and verbal and written communication. Pupils will learn invaluable life skills such as investing personal finance and managing personal debt.

This practical and applied course helps students explore real-world financial scenarios and equips them with the understanding needed for both higher education and employment in the financial or business sectors.

COURSE STRUCTURE

Pupils will complete two units of study in Year 12 – with one digital examination in April covering both units, with a resit opportunity in June if needs be. Each Unit will have a 15% piece of coursework completed in tandem to the course – thus we hope students sit that April examination with 30% banked already.

- Unit 1: Personal Financial Management in the Short Term – Understanding income, expenditure and budgeting.
- Unit 2: Strategic Financial Planning for the Future – Exploring savings, loans, insurance and investments.

COURSE STRUCTURE

In Year 13 – pupils complete Units 3 and 4 under the same framework as previously mentioned.

- Unit 3: Sustainable Personal Finance in a Changing World – Analysing financial information and making informed business decisions.
- Unit 4: Navigating Change in the Financial Services Sector – Understanding the structure, roles and regulation of financial institutions.

Pupils who successfully complete the first two units are awarded a Certificate in Finance (equivalent to an AS Level).

WHAT SKILLS WILL I LEARN?

Pupils will learn how to manage their own current and future personal finances more effectively and efficiently and how to make informed financial decisions in organisations. Specific skills will include independent thinking, critical analysis and evaluation, synthesis and verbal and written communication. Pupils will learn invaluable life skills such as investing personal finance and managing personal debt.

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 to be able to manage their own finances. In addition, pupils learn skills and knowledge that will be very relevant to a very wide range of business employers; especially in the financial sector, e.g. banks and insurance companies. At the same time the course is sufficiently academic and challenging to prepare them for business related degree courses.



Level 3 Food Science and Nutrition



Exam Board: WJEC

Equivalent to one A Level

QUALIFICATIONS NEEDED

Level 2 Hospitality and Catering, entry requirement is set at Level 2 Distinction minimum. GCSE Grade 4 in English and Maths is recommended.

COURSE OVERVIEW

The WJEC Level 3 AAQ in Food Science and Nutrition is designed for 16–18-year-olds who are passionate about food science, nutrition and health, and who are considering pursuing graduate careers in these fields. If you're interested in understanding the science behind food production, dietary health and how nutrition impacts well-being, this qualification is a great fit for you. It blends academic knowledge with practical application, helping you develop valuable real-world skills while building a solid academic foundation.

RECOMMENDED COMBINATIONS

Biology, Business, Chemistry, Mathematics and Physical Education.

COURSE STRUCTURE

- Unit 1 – **Nutritional needs across life stages** – written examination.
- Unit 2 – **Developing practical food production skills** – assessed on your ability to plan, prepare, cook and present a meal for a target audience, meeting their needs and showcasing a range of skills and techniques.
- Unit 3 – **Principles of food hygiene and food safety** – written examination.
- Unit 4 – **EITHER Experimenting to solve food production problems OR Current Issues in food science and nutrition** – undertake research, plan and investigate solutions to a given scenario.

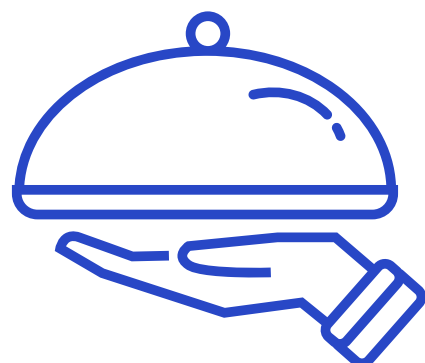
WHAT SKILLS WILL I LEARN?

You will develop a range of essential skills that will be valuable for higher education and future professional roles, including:

- **Independent learning and research:** Develop time management, research, and critical thinking skills through self-directed study and project work.
- **Problem-solving and analysis:** Strengthen your ability to analyse case studies and address complex food and nutrition challenges using evidence-based approaches.
- **Practical skills:** Gain hands-on experience in food preparation and laboratory techniques, with a focus on safety, accuracy, and professional practice.
- **Data analysis:** Learn to collect, analyse, and interpret scientific data, and present findings clearly and effectively.
- **Communication and teamwork:** Build strong written, verbal, and collaborative skills through group tasks, presentations, and academic writing.
- **Adaptability and innovation:** Develop creativity and adaptability through engagement with emerging technologies, sustainability issues, and evolving food industry trends.

THE NEXT STEP

This qualification is especially beneficial if you're looking to continue your education at university and pursue careers in areas such as dietetics, food science, nutrition consultancy, public health or food product development. It provides in-depth knowledge on key topics like food safety, the role of nutrients in the body and how to create innovative food products. By focusing on applied learning, it equips you with the research, analytical, and practical skills needed for university and beyond.



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

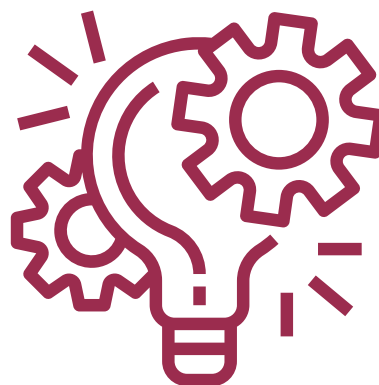
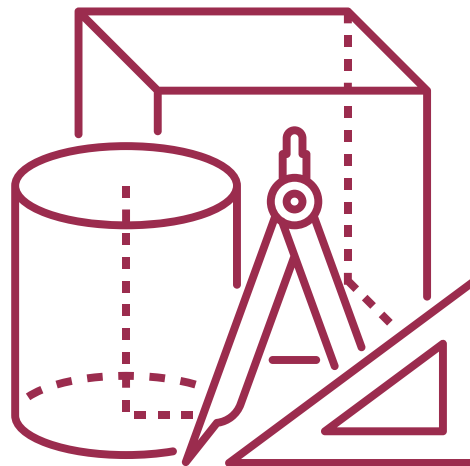
The Pure Mathematics topics which will be covered are: proof, algebra and functions, coordinate geometry in the (x, y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and vectors.

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**
- **Section B - Magazines: Mainstream and Alternative Media**
- **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

Pearson BTEC Level 3 Subsidiary Diploma in Music (Performing)

Equivalent to one A Level

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 four 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 four units of work across the two years. All units require 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 marked either PASS, MERIT or DISTINCTION. Two units are internally assessed in school and two Units are externally marked by an examiner and a sample of the work will be moderated by Pearson.

Year 12

Unit 1: Practical Music Theory and Harmony

Unit 2: Professional Practice in the Music Industry

Year 13

Unit 3: Ensemble Music Performance

Unit 6: Solo Performance



WHAT SKILLS WILL I LEARN?

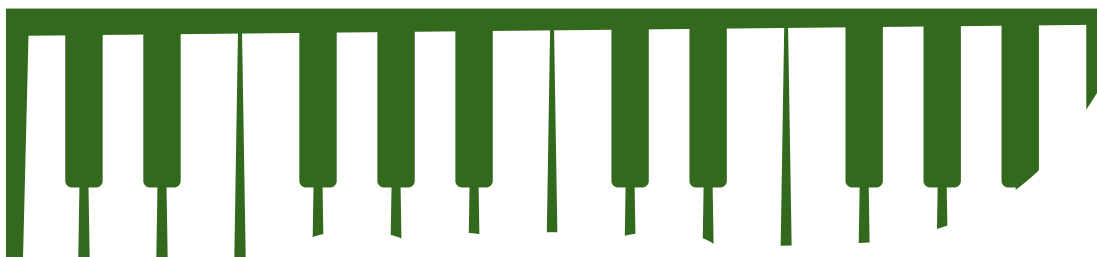
Due to the vocational nature of the course, pupils will be given the opportunity to truly develop their performance skills on at least one instrument. The sort of skills pupils will focus on are things such as technical ability, stage presence, audience interaction, as well as the ability to demonstrate 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?

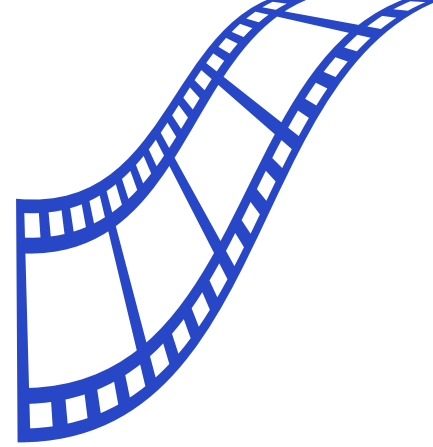
Pupils will have many performance opportunities in and out of school (mainly in local live music venues). As well as this, pupils will be given the opportunity to attend at least two live music events in London each year as well as various other trips that are relevant to the course.

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



Exam Board: AQA (7206 C/X)

QUALIFICATIONS NEEDED

GCSE Art Grade 5 is recommended. If a combination of A Levels in the Art and Design suite is desired, then pupils are recommended a GCSE Grade of 7 or above.

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 four mandatory units, covering the following content areas:

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

Functional anatomy

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

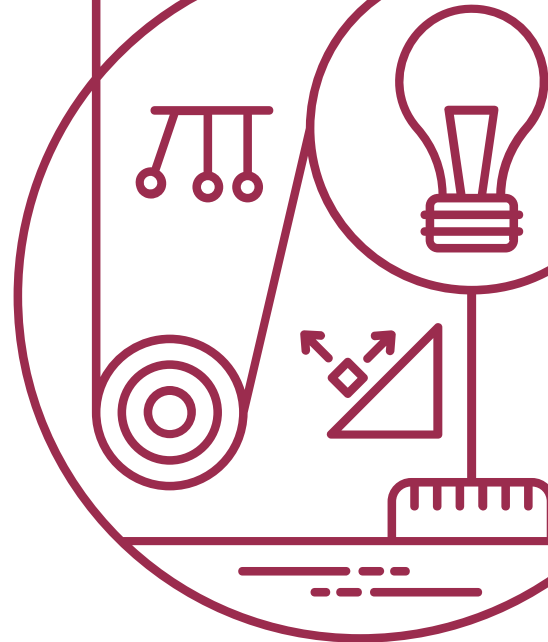
26% of A Level

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?

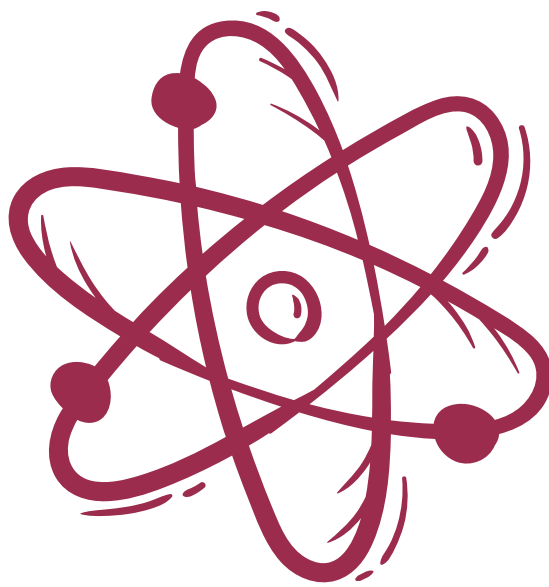
As learners progress through the course, they will build on their knowledge of the Laws of Physics, applying their understanding to solve problems on topics ranging from sub-atomic particles to the entire universe. Physics is a practical subject. The development and acquisition of practical skills is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



Religion, Philosophy & Ethics

Exam Board: WJEC Eduqas
Course Title: Religious Studies

QUALIFICATIONS NEEDED

GCSE English at grade 6 or above. GCSE Religious Studies is not required, however it is desired and will help with the Christianity aspect of this course.

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!



EXAMINATIONS

Three separate examination papers

- **Paper 1** - Philosophy of Religion.
- **Paper 2** - Religion and Ethics.
- **Paper 3** - Christianity.

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. Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.

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 form and technique.

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.

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.



Textile Design

Exam Board: AQA (7204 C/X)

QUALIFICATIONS NEEDED

GCSE Art Grade 5 is recommended. If a combination of A Levels in the Art and Design suite is desired, then pupils are recommended a GCSE Grade of 7 or above.

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?

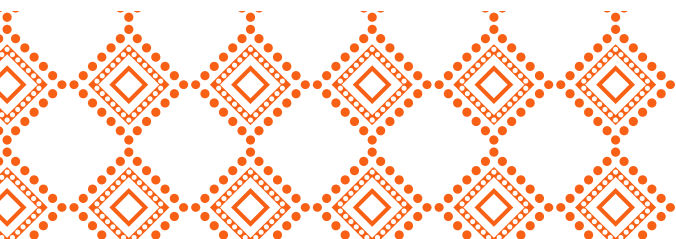
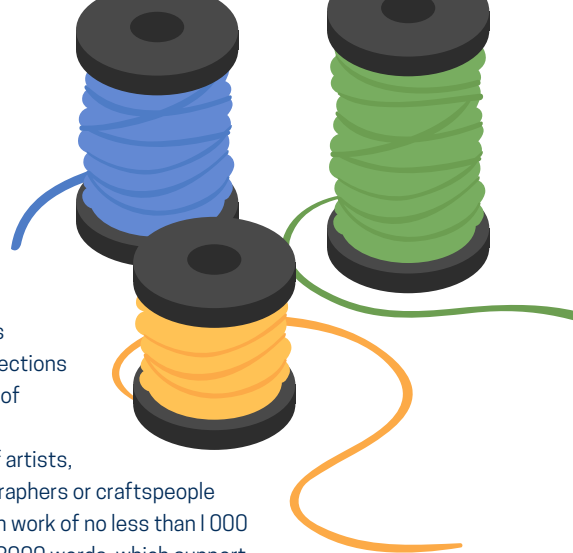
You will learn a variety of textiles techniques, such as batik, devore, stitching, printing, fabric manipulation, silk painting and dyeing. You will also be able to problem solve issues with your work and evaluate your own way of working and thinking. Independent learning is a key in this subject and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

The move into the Sixth Form and A Level studies can be quite a big step and many pupils benefit from support to help understand their new courses and new subjects. This includes course requirements, coursework elements, how best to utilise study periods and the overall transition to a much more independent way of working.

In the Sixth Form at Bethany, we offer learning support as a weekly 1:1 session with one of our experienced Learning Support Assistants. Pupils who have previously received either full-time or part-time DLS Support normally choose to continue with support in the Sixth Form. These support sessions offer academic and personal support to pupils covering areas such as:

- Reviewing class topics
- Organisation of self, work, homework and revision
- Planning of essays
- Assistance with completing homework or coursework
- Comprehension
- Proof reading, skimming and scanning
- Oral presentations
- Extracting information from different sources
- Time management
- Learning styles – e.g. auditory, visual, kinaesthetic
- Revision techniques – mind mapping, question analysis, note taking, etc
- General well-being and concerns
- Additional communication with teaching staff for example, acquiring additional resources for clarity

Each individual pupil will receive an education plan. This is used as the basis for their focused support and is reviewed at the end of every term. Support is based in the Sixth Form Centre, which puts us within the heart of the Sixth Form community and is easily accessible outside of any specifically timetabled sessions.

Please note: There is an additional charge for this support. The support can be reviewed at any time and can either stop or be adjusted with a full term's notice.





Bethany
since 1866