Sixth Form
COURSE CHOICES

LOVE WHAT YOU LEARN

Bethany since 1866

INSPIRING INDIVIDUAL EXCELLENCE

2018/19
WELCOME
The aim of this booklet is to provide pupils 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.libf.ac.uk
www.aqa.org.uk  www.eduqas.co.uk
www.ocr.org.uk  www.lf.ac.uk

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There is the opportunity for pupils to re-sit English and Mathematics GCSE in specially timetabled lessons.

ART, CRAFT & DESIGN
Exam Board AQA (7201 C/X)

QUALIFICATIONS NEEDED
GCSE Art grade 5 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 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.

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.

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- 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.
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, photography, printmaking. 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 media 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 go on an Art trip to 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 6 or above. Often Chemistry, Geography or Physics 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
• carry 76 marks that are a mixture of short and long answer questions and 15 marks that require extended response questions.

Unit 2 (Examination) This unit will assess the following topics: energy transfers in and between organisms, 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 any relevant practical skills.
• a written examination (two hours)
• a maximum of 91 marks
• all worth 35% of A level grade

The 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 make use of the school grounds for ecological studies and visit Wildwood at Herne for an intensive day learning sampling techniques. We also see the bears and have ice cream! You will have the opportunity to attend master class talks in London and listen to some high profile speakers.

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

If you need help choosing your course options, please contact us
**BUSINESS STUDIES**

Exam Board Edexcel (9BSO)

**QUALIFICATIONS NEEDED**

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

To avoid overlap in Finance subjects, the only combination we allow is Level 3 Applied General Business and Level 3 Diploma in Financial Capability.

**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 team working, problem solving and presentation skills.

**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.

**LEVEL 3 APPLIED GENERAL BUSINESS**

Exam Board AQA (1831)

**QUALIFICATIONS NEEDED**

GCSE grade 5 in English and Maths is recommended. GCSE Business/Economics, although an advantage, is not required.

To avoid overlap in Finance subjects, the only combination we allow is Level 3 Applied General Business and Level 3 Diploma in Financial Capability.

**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

Optional (pupils do one of the following)
- developing a business proposal (synoptic assessment unit) - internally assessed
- e-Business implementation – practical assignment, internally assessed
- managing an event - internally assessed
- marketing communications - internally assessed

**WHAT SKILLS WILL I LEARN?**

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**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.

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CHEMISTRY
Exam Board AQA (7405)

QUALIFICATIONS NEEDED
GCSE Combined Science or Chemistry GCSE, grade 6 or above. GCSE Mathematics at grade 5 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.

Unit 1 (examination) This unit focuses on the concepts of physical chemistry and inorganic chemistry and incorporates the relevant practical skills.

Written examination: Two hours (105 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.

COMPUTER SCIENCE
We will offer a Level 3 course in Computer Science/Information Technology. The course offered will depend on the interests and abilities of the cohort selecting this option; please contact the School for more detailed information.

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’.

PAPER 1
What’s assessed: Core technical principles and core designing and making principles.

How it’s assessed: Written examination: two hours.

- 100 marks
- 25% 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: two hours.

- 25% 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
Component 1: Devising
In this component pupils will develop their creative and exploratory skills to devise an original performance. The starting point for this devising process will be an extract from a performance text and an influential theatre practitioner. 40% of the qualification worth 80 marks

Component 2: Text in performance
Pupils will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance. 20% of the qualification worth 60 marks

Component 3: Theatre Makers in practice
Theatre is a collaborative art form and it is important that pupils have a clear understanding of how different creative ideas are put into practice. This component requires pupils to consider, analyse and evaluate how different theatre makers create impact. Throughout this component, pupils will consider how production ideas and dramatic elements are communicated to an audience from the perspective of a director, a performer and a designer. Written examination 40% of the qualification worth 80 marks

WHAT ELSE WILL I GET TO DO?
You will have the opportunity to learn many new design and practical skills. Many pupils opt to manufacture a fully working electric guitar for their AS year. 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 is the key 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.

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.

QUALIFICATIONS NEEDED
GCSE Drama and English grade 4 or above an advantage.

COURSE CONTENT
The A level course provides opportunities for pupils to study plays from the point of view of a director, designer, performer and critic. The aim is to develop knowledge of the language of drama as well as to improve performance and analytical skills.

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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

> LOY WHAT YOU LEARN

**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 eight 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, Journey’s End, Othello, 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 employments sectors and occupations. Many English graduates follow careers in management or administration, either for a company or for the government.

**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.

**LEVEL 3 DIPLOMA IN FINANCIAL CAPABILITY**

Exam Board LIBF (London Institute of Banking & Finance)

**QUALIFICATIONS NEEDED**

GCSE grade 4 in English and Maths is recommended.

To avoid overlap in Finance subjects, the only combination we allow is Level 3 Applied General Business and Level 3 Diploma in Financial Capability.

**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.

**COURSE STRUCTURE**

Unit 1: Financial Capability for the Immediate and Short Term

Unit 2: Financial Capability for the Medium and Long Term

Unit 3: Sustainability of an Individual’s Finances

Unit 4: Sustainability of the Financial Services System

*Should pupils decide not to continue with the course in year 1 they will be awarded a Certificate in Financial Studies (equivalent to an AS level) providing they have passed Units 1 and 2.
AMPLIFICATION

Unit 1: Financial Capability for the Immediate and Short Term (FICS)
FICS highlights the importance of financial capability in meeting immediate and short-term financial needs. By studying FICS pupils will gain an appreciation of why money is important through focusing on what money is; attitudes to it; and how it can affect life choices. The unit introduces pupils to the financial services industry by focusing on the interaction between money, personal finance and the financial services market place. They will gain an appreciation of the differentiation of financial products for savings and the key features of interest and charges on borrowing.

Unit 2: Financial Capability for the Medium and Long Term (FCML)
FCML highlights the importance of planning for medium- and long-term financial needs, with particular reference to the importance of the need to budget for future aspirations and life events. By studying FCML pupils will consider the changing priorities attached to needs, wants and aspirations as individuals progress through the personal life cycle, and the role of financial services in assisting lifelong financial planning. Pupils gain an understanding of the personal approaches that individuals take towards risk and rewards and the impact of foreseen and unforeseen influences on financial budgeting.

Unit 3: Sustainability of an Individual’s Finances (SIF)
SIF highlights the importance of financial sustainability for the individual; to enable the development of skills to make sure that an individual’s financial capability is sustained over a period of time, taking into consideration the personal and external factors that lead to change. When studying SIF pupils will explore how external factors affect the financial services industry’s products and services and how these factors can impact upon consumer choice which will enable pupils to make informed financial judgements within given situations. Pupils will gain an understanding of the impact of global events, developments and ethical considerations that impact on the financial services industry and the consumer.

Unit 4: Sustainability of the Financial Services System (SFS)
SFS explores the financial services system and looks at how financial services providers work and compete with one another, their priorities and responses to external influences in maintaining financial sustainability.
By studying SFS pupils will analyse the impact of marketing techniques employed by financial services providers and the impact of changes in the financial services market and the effect this has on consumers. Learners will gain an understanding of how financial services providers use marketing methods and segmentation, and approaches to attract, retain and satisfy their customer.
All units will be assessed by paper-based examination or by ifs e-test™ electronic testing system. They will be made up of the following components:

Unit 1 and Unit 2
• Part A: 35 multiple choice questions in a 45 minute examination (total marks: 35 / 100)
• Part B: pre-release case study requiring essay responses to five questions in a 105 minute examination (total marks: 60 / 100)
• Part B will also assess spelling, punctuation and grammar (SPAG) through the essay responses (total marks: 5 / 100)

Unit 3 and Unit 4
• Part A: 35 multiple choice questions in a one hour examination (total marks: 35 / 100)
• Part B: pre-release case study requiring essay responses to five questions in a two hour examination (total marks: 60 / 100)
• Part B will also assess spelling, punctuation and grammar (SPAG) through the essay responses (total marks: 5 / 100)
A total of 400 marks are available from all four units comprising 100 marks per unit.

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 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.

FRENCH
Exam Board AQA (7652)

QUALIFICATIONS NEEDED
GCSE French grade 5 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 and Reading
• 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**

Either

• 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, or

• two questions in French on set texts from a choice of two questions on each text.

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: Listening and Reading**

• 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 study a French film and a text, and have regular conversation practice with a native speaker. You will also have the opportunity to take part in visits and participate in outdoor learning and language events, such as the French 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 AQA English Literature (7712)

**COURSE CONTENT AND ASSESSMENT**

GCSE Geography grade 5 or above.

**COURSE CONTENT**

The Pearson Edexcel Level 3 Advanced GCE in Geography consists of three externally-examined papers and one non-examination assessment component. Pupils must complete all assessment in May/June in any single year.

**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 (Paper code: 9GE0/01)**

Written examination: 2 hours and 15 minutes.

30% of the qualification - 105 marks

**Content**

• 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**

An externally assessed written examination comprising three sections.

**Section A** relates to Topic 1: Tectonic Processes and Hazards.

**Section B** relates to Topic 2: Landscape Systems, Processes and Change. Pupils answer questions on 2B: Coastal Landscapes and Change.


**Paper 2 (Paper code: 9GE0/02)**

Written examination: 2 hours and 15 minutes

30% of the qualification - 105 marks

**Content**

• 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: Superpowers**

**Area of study 4, Topic 8: Global Development and Connections – including 8A Health, Human Rights and Intervention**

**Assessment**

An externally assessed written examination comprising three sections.

**Paper 3 (Paper code: 9GE0/03)**

Written examination: 2 hours and 15 minutes

20% of the qualification - 70 marks

**Content**

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

• players
• attitudes and actions
• futures and uncertainties.

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**

An externally assessed written examination. A resource booklet will contain information about the geographical issue.

**The three synoptic themes are:**

1. **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)?
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.

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.

If would like to choose an unusual set of options, or you’re just not sure, contact us - we can help!
The focus is on understanding the nature and purpose of the work of the historian.

20% of A2

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 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 Berlin and Battle, focusing on the impact of events that took place in those two very different locations.

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.

-love what you learn-

20% of A2

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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.
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, film, newspapers, radio, video games - and media contexts. It includes:
• one stepped question on media industries,
• one stepped question on audiences.

Section B - Understanding Media Industries and Audiences
There will be one two-part question or one extended response question.

Section C - Media in the Online Age
There will be one two-part question or one extended response question.

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
There will be one two-part question or one extended response question.

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.

MUSIC
Exam Board Edexcel (9MUO)

QUALIFICATIONS NEEDED
Grade 5 performance and theory in any recognised music examination board. Enthusiasm, commitment and a passion for music are the main prerequisites for study at this level.

COURSE CONTENT
The six areas of study cover a wide range of music genres.

COURSE STRUCTURE
The six areas of study are:
• vocal music
• instrumental music (orchestral)
• music for film
• popular music and jazz
• fusions
• new directions.

There are three set pieces in each area giving 18 set pieces in total. These six areas of study are spread over the two year course.

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 cross curricular trips that Media Studies pupils have been involved in, such as the much envied and awesome New York visits. We also seek to engage with media around us and visits can range from seminars in Disneyland Paris to inviting highly respected guest speakers from the world of advertising, graphic design and animation to name but a few.

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 and education.
THE NEXT STEP
The A level is a traditionally accepted award widely recognised by institutions of higher education. Pupils tend to choose A level after Music GCSE with an overall view to move into a music orientated vocation.

QUALIFICATIONS NEEDED
GCSE Art grade 5 or above.

PHOTOGRAPHY
Exam Board AQA (7206 C/X)

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.), 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 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 year, 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 1000 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 media 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.

If you need help choosing your course options then contact Tim Hart Dyke, Head of Sixth Form, on 01580 211273.

Bethany was more than just a school for me; it was my second home.
Ollie

I really appreciated all the support and encouragement I received at Bethany.
Reuben
PHYSICAL EDUCATION
Exam Board AQA (7582)

COURSE CONTENT
• applied anatomy and physiology
• skill acquisition
• sport and society
• exercise physiology
• biomechanical movement
• sport psychology
• sport and society and the role of technology in physical activity and sport

COURSE STRUCTURE
This qualification is linear, which means that pupils will sit all their examinations and submit all their non examination assessment at the end of the course.

Paper 1
Factors affecting participation in physical activity and sport.

What’s assessed:
Section A: Applied anatomy and physiology
Section B: Skill acquisition
Section C: Sport and society

How it’s assessed:
Written examination: 2 hours

Questions:
Section A: Multiple choice, short answer and extended writing (35 marks)
Section B: Multiple choice, short answer and extended writing (35 marks)
Section C: Multiple choice, short answer and extended writing (35 marks)

NON-EXAMINATION ASSESSMENT: PRACTICAL PERFORMANCE IN PHYSICAL ACTIVITY AND SPORT

What’s assessed:
Pupils assessed as a performer or coach in the full sided version of one activity.


How it’s assessed:
Internal assessment, external moderation

Paper 2
Factors affecting optimal performance in physical activity and sport.

What’s assessed:
Section A: Exercise physiology and biomechanics.
Section B: Sport psychology.
Section C: Sport and society and technology in sport

How it’s assessed:
Written examination: 2 hours

Questions:
Section A: Multiple choice, short answer and extended writing (35 marks)
Section B: Multiple choice, short answer and extended writing (35 marks)
Section C: Multiple choice, short answer and extended writing (35 marks)

NON-EXAMINATION ASSESSMENT: PRACTICAL PERFORMANCE IN PHYSICAL ACTIVITY AND SPORT

What’s assessed:
Pupils assessed as a performer or coach in the full sided version of one activity.


How it’s assessed:
Internal assessment, external moderation

WHAT SKILLS WILL I LEARN?
You will learn a wide range of skills including communication, research and analytical techniques, presenting material, working with clients and the ability to plan, perform and evaluate.

WHAT ELSE WILL I GET TO DO?
You will visit Christ Church University Canterbury to undertake a range of fitness tests and attend a sports nutrition lecture. You will spend time in our brand new fitness suite and visit a local health club to observe and record physiological changes when exercising. You will also visit local primary schools to lead coaching sessions. We hold course revision workshops and invite in sports industry personnel to speak about their experiences and careers in the world of sport.

THE NEXT STEP
The syllabus is relevant for pupils interested in the vocational fields of leisure and tourism, health, physiology, business studies and science. The syllabus provides an excellent foundation for pupils intending to pursue careers in teaching and coaching, the leisure industry, recreational management, the health and fitness industry and professional sport.

PHYSICS
Exam Board OCR (Physics A H556)

QUALIFICATIONS NEEDED
New GCSE Combined Science/Trilogy and GCSE Physics (Grade 6 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.

Unit 1 (Examination) Modelling Physics
This unit covers the following topics: development of practical skills in physics, foundations of physics and 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 85 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 15 marks.

**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 to 6. Question styles include short answer (structured questions, problem solving, calculations, practical) and extended response questions. This section of the paper is worth 85 marks. The following topics are assessed:

- Examination paper out of 70 marks
- 2 hours 15 minutes written paper
- 37% of A level.

**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. This section of the paper is worth 100 marks. The following topics are assessed:

- Examination paper out of 100 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 01 to 03 of the specification. This non-examination 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.

**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 either study US or Global Politics, comparing and contrasting different systems.

**Component I – 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 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

Two 12 mark questions, two 30 mark essays

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.

COURSE CONTENT

Our new A level Religious Studies course offers pupils the opportunity to have a thorough understanding of diverse philosophical and ethical viewpoints. The course features a variety of relevant and contemporary themes and pupils will also gain critical and evaluative skills sought after by higher education and employers.

Component 2 – Study of Religion and Dialogue

Section A: Philosophy of religion

- ethical theories
- issues of human life and death
- issues of animal life and death
- introduction to meta ethics
- free will and moral responsibility
- conscience
- Bentham and Kant

Three hour examination, 100 marks, 50% of A level

Section B: Ethics and religion

- sources of wisdom and authority
- god/gods/ultimate reality
- self, death and the afterlife
- good conduct and key moral principles
- expression of religious identity
- religion, gender and sexuality
- religion and science
- religion and secularisation
- religion and religious pluralism

Section C: The dialogue between philosophy of religion and religion.

How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied.

WHAT ELSE WILL I GET TO DO?
The Religious Studies department organises two trips to the annual Peter Vardy Candle Conferences in Philosophy every November, and Ethics in February. Pupils are initially daunted by the fast pace of the lectures but by the end of the first such day agree that Peter Vardy is a ‘legend’!

THE NEXT STEP

Philosophy and Ethics is fast becoming the recognised RS A level with more pupils opting for this over Christian Theology or World Religions. This subject is particularly useful for those wishing to study Theology, Sociology or Psychology. The course is useful for entry into such careers such as law, the police force, social work, human resource management, medicine and the armed forces.

Simply put, Bethany has allowed and encouraged our son to fulfil his potential.

Mrs Khan, Bethany School parent
INSPIRING INDIVIDUAL EXCELLENCE

SPANISH
Exam Board AQA (7692)

QUALIFICATIONS NEEDED
GCSE Spanish grade 5 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 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
Either:
• 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, or
• two questions in Spanish on set texts from a choice of two questions on each text.

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 study a Spanish film and a text, and have regular conversation practice with a native speaker. You will also have the opportunity to take part in visits and participate in outdoor learning and language events, such as visiting language plays.

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 CY)

QUALIFICATIONS NEEDED
GCSE Art grade 4 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.

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 1000 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. One of the principal excursions we undertake every year is to the Knitting and Stitching show in London, where you are able to view other designers and see how textile work can be made as well as displayed. Other 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.

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.

DYSLEXIA & LEARNING SUPPORT
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.

The precise mix of skills and strategies taught will be tailored to the needs of the individual.

“Bethany does not try to ensure that every pupil has the same goals and follows the same path; instead, it encourages pupils to have their own goals and works with them to achieve them.”

Alice
Bethany School makes every effort to ensure that the information provided in this publication is accurate at the time of going to press. However, the School reserves the right to make changes following publication.