



BEAL HIGH SCHOOL

SIXTH FORM PROSPECTUS
COURSES OFFERED AS/A2/A LEVEL/BTEC
ENTRY REQUIREMENTS AND EXPECTATIONS

2017-2018





BEAL HIGH SCHOOL SIXTH FORM

The Changing Landscape of Post 16 Education

You may be aware that the Government introduced changes to the A Level and BTEC qualifications that take effect from 2015 through to 2017. The main features of these changes have been:

- AS Levels to be stand alone qualifications taken at the end of Year 12 or 13. These do not contribute to a final A level grade.
- A Levels to be linear two year courses tested at the end of the two year qualification.
- A reduction in the amount of coursework included in A Level qualifications.
- BTEC courses to have an externally examined component.

The Government's aim in making these changes was to increase the rigour in the A Level system. They consulted with schools and universities and there has been a phased implementation plan. The first two phases were implemented in 2015 and 2016 respectively and included the following subjects:

English Literature English Language & Literature Biology Chemistry Physics History Psychology Art & Design Photography	Sociology Business Studies Economics Computing French German Spanish Geography Music
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In 2017 these will be joined by the final phase subjects:

Design & Technology Further Mathematics Government & Politics	Law Mathematics Media Studies
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As a result of these changes, schools have had to carefully think about the type, number and structure of courses that students will be offered. At Beal High School Sixth Form we have designed our curriculum based on the best educational outcomes for all students. Students will, therefore, be asked to choose one of the following pathways in the Sixth Form:

Mastering Pathway	4 A Levels/BTECs
Secure Pathway	4 A Levels/BTECs (Maximum 3 Facilitating Subjects)
Developing Pathway	4 A Levels/BTECs (Maximum 2 Facilitating subjects)
Emerging Pathway	3 A Levels/BTECs (Maximum 1 Facilitating subject)

(More details on the Beal Pathways and Facilitating subjects follows this introduction)

Students studying for 4 AS Level subjects will, as now, sit the AS examinations at the end of Year 12 in all four subjects. As well as indicating the progress the students are making in their courses, the results of these AS Level exams will determine progression from Year 12 to Year 13. Students



on Level 3 BTEC courses will sit the externally examined units as and when decided by the relevant department. This is likely to vary from one department to another.

What is unique about the Beal High School Sixth Form offer?

- Most students will study four (or the equivalent) AS levels whereas many schools have reduced this to three. We have chosen to do this as we feel this breadth is beneficial to the student in terms of their own personal education and it is also attractive to universities and future employers as students will have a wider range of transferable skills.
- All students will sit the AS exam at the end of Year 12 in all the AS subjects that they study. This will give the student and the teachers a good indication of the progress made in Year 12 and what improvements need to be made. It will also help students and teachers decide what, if any subject, should be dropped at the end of Year 12 (90% of Beal students continue with three subjects or the equivalent in Year 13). Furthermore, it will be an external indication as to who has made sufficient progress to continue the courses to Year 13 (currently 92%). Students need to achieve an E at AS Level – passing a minimum of three – to progress to Year 13 of the full linear A Level course in Year 13.
- Students make subject choices for Sixth Form in Year 11 and this may be based on career ambitions at this point in time. Pursuing four subjects at AS level allows students to keep more future progression routes open as they are able to have a wider curriculum offer in Year 12. Many students change their minds about future careers when they embark upon work experience placements and internships in the Sixth Form and studying four AS Levels affords them the possibility of changing direction at the end of Year 12.
- We are offering this curriculum to ALL students in Year 12. Many schools will only offer this route to some of its students. As a truly comprehensive Sixth Form, we feel that it is important that all students have the same opportunities.

What will universities expect?

- There is no overall expectation from all universities.
- Universities will accept the decisions made by schools on the curriculum that was offered to the student (we will include this in our university reference).
- Some universities, notably Cambridge University, favour students continuing with four AS Levels and sitting the AS exam as this helps them with their selection of candidates for their courses.



INTRODUCTION

Beal High School Sixth Form offers post-16 education opportunities to students who meet our academic entry requirements. We have places available for students from Beal High School, The Forest Academy and we welcome applications from students at other schools. The majority of our courses are A Levels and Level 3 BTEC courses, but we work in partnership with The Forest Academy (TFA) and the Beal Business Innovation Hub (BBIH) to offer Level 2 BTEC courses and other vocational courses.

At such an important stage in your education, why should you pick Beal High School Sixth Form?

Beal High School is a large, **outstanding** Sixth Form. It is **popular, oversubscribed** and **expanding**. The Sixth Form is culturally diverse and inclusive. According to the last Ofsted Inspection of March 2012:

“Students make **outstanding** progress throughout the school and attain high standards. Overall effectiveness of the sixth form is **outstanding**... In the sixth form, students make equally rapid progress to achieve standards that exceed the national average both at the top grades and across each year group.”

Furthermore, this judgement was the third successive **outstanding** judgement for the Sixth Form. By joining Beal High School Sixth Form, you will be joining a successful, dynamic and expanding organisation. We have a wealth of experience to help ensure all our students make significant progress during their time in the Sixth Form. Moreover, our size allows us to offer a wider range of courses than many other schools.

National statistics judging Sixth Form performance consistently show that Beal High School Sixth Form students make progress that is significantly better than national averages. As a comprehensive school and a comprehensive Sixth Form, we have entry criteria that enable, on average, 85% of Year 11 students to progress to Year 12. In addition, the success of our students is shown in the 92% progression rate from Year 12 to Year 13 (2016), compared to a national progression rate of 82%.

The **outstanding** performance of our students in the Sixth Form does not happen without a lot of hard work: Students are set high target grades and must work hard to achieve them; teachers work hard to deliver interesting courses and to support their students; the Sixth Form team and Leadership Team in the school are experienced in leading success and we are continually looking at how to improve the performance of our students by working with national organisations aimed at raising Sixth Form achievement.

As a student you can trust that you will enjoy an **outstanding** education at Beal High School Sixth Form enhanced by supportive and experienced staff. As a parent/carer you can be assured that the students will be given expert teaching, advice and guidance for future success.

Beal Sixth Form students gain entry to some of the country's leading universities, for example, UCL, Kings, Warwick, Nottingham and York. In London, Queen Mary's and Brunel remain popular choices and further afield, Birmingham, Durham, Manchester, Southampton, York and Loughborough. Our most able students have gained places at Cambridge University to study Medicine, English Literature, Economics, Law, History, Chinese Studies, PPS (Politics, Psychology and Sociology) and Theology. They have gone to Oxford University to study Law, Economics & Management and English Literature. Additionally, we have an excellent record of success with



Medicine and Dentistry applications, with students securing places at Imperial College London, Manchester University, UCL, Kings College London, Queen Mary University, St Georges, Sussex University, Southampton University and of course, Cambridge. We offer a thorough support package for those students and our preparation for High Education has been described as 'exemplary'. This year over 200 students had successfully completed their University applications six weeks before the official deadline date.

Young people are entering an increasingly competitive marketplace for university entry and employment. It is vital that Sixth Form education prepares them appropriately for the future world of education and work. We are keen to work in partnership with other local schools such as Ilford County High School and Chigwell School in order to offer our students the best possible life chances. We also use our Sixth Form alumni contacts to run Careers' Fairs for students where they can find out more about the world of work and how their education will prepare them and enable them to qualify for specific careers. Further partnerships with other schools are also planned within our leadership of the North East London Teaching Alliance (NELTA).

There is a **positive** ethos in the Sixth Form and a **calm, confident business-like** atmosphere. The Sixth Form has its own dedicated study centre, but Sixth Form lessons take place throughout the school and as such Sixth Formers are clearly visible to the younger students. They provide excellent **role models** and a sense of **aspiration**. Students are motivated and relationships with staff are excellent. The Sixth Form students are **proud** of their school and they are keen to **succeed**.

A solid base; a compelling vision; an exciting future.

If you want to take part in this 'Outstanding' Sixth Form experience, keep reading!



BEAL SIXTH FORM PATHWAYS

We have introduced a **Pathways** programme for progression from Year 11 to Year 12. This is designed to provide a broad range of courses that provide progression routes for the majority of our Year 11 students and to maximise success. The pathways are:

Pathway Name	Average GCSE Point Score	Subject Choices
Mastering	6.4 and above	4 A Levels/BTECs
Secure	5.5 - 6.3	4 A Levels/BTECs (Maximum 3 Facilitating Subjects)
Developing	5 – 5.4	4 A Levels/BTECs (Maximum 2 Facilitating subjects)
Emerging	4 – 4.9	3 A Levels/BTECs (Maximum 1 Facilitating subject)

Average GCSE Point Score is calculated by allocating numbers to grades (A = 8, A = 7, B = 6 etc.), taking the number scores for English and Mathematics, adding them all together and dividing by the number of subjects taken.*

These pathways are based around the Russell Group of universities categorisation of **Facilitating** and **Specialist*** subjects, as well as our own category of **Vocational**. Facilitating subjects, as defined by the Russell Group, are those that are often more commonly required by these universities and “facilitate” the study of other subjects. For example, Mathematics not only prepares for the future study of Mathematics, but also it facilitates the study of Engineering and Economics; Biology prepares for a degree in Biology, but it also facilitates the study of Sport Science and Medicine. From your previous studies in school, you will notice that the Facilitating subjects are the Core and Ebacc subjects.

The Russell Group also suggests that the Facilitating subjects are more challenging and contain more rigour. Our own data on student outcomes also reflects this and indicates that students with higher GCSE grades perform better in these subjects. Hence, our Pathways enable the best qualified students to choose all Facilitating subjects if they wish, but limits the number of Facilitating subjects chosen for less well qualified students. These pathways have been informed by analysing the success of former students on these courses and considering their performance at GCSE.

The other courses on offer in the Sixth Form are Specialist and Vocational subjects. Specialist subjects are the other A Level courses not defined as Facilitating and the Vocational courses are the Level 3 BTEC courses that we offer.

In addition to the Average GCSE Point Score requirement to access a given pathway, students will also need to achieve subject specific entry requirements for certain subjects. For example, students wishing to study A level Mathematics will need to achieve a minimum of a Grade 6 in Mathematics at GCSE and students wishing to study Geography will need a C in Geography GCSE as well as a 5 in English and a 4 in Mathematics.

*See the Russell Group “Informed Choices” at

<https://www.russellgroup.ac.uk/media/5272/informedchoices-print.pdf>

The following table gives an overview of all subjects on offer; whether they are Facilitating, Specialist or Vocational; the subject specific entry requirements; any specific English or Mathematics entry requirements as well as information on the type of subject (humanity, creative etc.):



KS5 Subject	Descriptor	Sector	En GCSE min grade	Ma GCSE min grade	Subject Specific min grade	
English Literature	Facilitating	Core	6	4	English	6, 6
Mathematics	Facilitating	Core	4	6	Maths	6
Further Mathematics	Facilitating	Core	4	7	Maths	7
Biology	Facilitating	Core/Science	5	5	Science	BB
Chemistry	Facilitating	Core/Science	5	5	Science	BB
Physics	Facilitating	Core/Science	5	5	Science	BB
Geography	Facilitating	Humanity	5	4	Geography	C
History	Facilitating	Humanity	5	4	History	C
French	Facilitating	MFL	4	4	French	B
German (2018)	Facilitating	MFL	4	4	German	B
Spanish	Facilitating	MFL	4	4	Spanish	B
Psychology	Specialist	Science	5	5	Science	BB
Business Studies	Specialist	Humanity	5	4	BS, Economics, Humanity	C
Drama	Specialist	Creative	5	4	Drama	C
Economics	Specialist	Humanity	5	4	BS, Economics, Humanity	C
English Lang. & Lit.	Specialist	Core	5	4	English	6, 5
Law	Specialist	Humanity	5	4	Humanity	C
Media Studies	Specialist	Creative	5	4	Media, Humanity, Creative	C
Music	Specialist	Creative	5	4	Music	C
Politics	Specialist	Humanity	5	4	Humanity	C
Religious Studies	Specialist	Humanity	5	4	RS (or Humanity)	C
Sociology	Specialist	Humanity	5	4	Sociology (or Humanity)	C
Computer Science	Specialist	Tech	4	5	Computing, BTEC IT	C
Art	Specialist	Creative	4	4	Art (or Photography)	C
Product Design	Specialist	Creative/Tech	4	4	CDT	C
Photography	Specialist	Creative	4	4	Photography, Art	C
BTEC Performing Arts	Vocational	Creative	4	4	Not applicable – an interest in performance needed	
BTEC Art	Vocational	Creative	4	4	Pass in BTEC Art (inc. in exam unit) or C Art or Photography	
BTEC Enterprise	Vocational	Humanity	4	4	Not applicable	
BTEC IT	Vocational	Tech	4	4	Pass in BTEC IT (inc. in exam unit)	
BTEC Media Studies	Vocational	Creative	4	4	Not applicable	
BTEC Sport	Vocational	Creative	4	4	Pass in BTEC Sport (inc. in exam unit) or C in GCSE PE	
BTEC Applied Science	Vocational	Science	4	4	Pass in BTEC Science (inc. Pass in exam unit) or CC in GCSE Science	



APPLICATIONS AND OFFERS FOR BEAL HIGH SCHOOL SIXTH FORM

Students who feel confident that they can meet these entry requirements should complete an on-line application form.

- The closing date for all applications is Friday 3rd March 2017 via the school website.
- Applications received after this date will be considered but offers may not be made until after the GCSE results.

All applications will be acknowledged and some applicants will be invited for a second guidance session. Successful students will be made individual, conditional offers, based on their ability to meet the entry criteria. External applicants will be invited to our Introduction Morning/tour and given details of registration for September 2017.

In August, students who meet the conditions of their offer will, automatically, be given a place. Those who do not meet the conditions will be put on a reserve list for the places that are available. Decisions will be made according to group size, ability and aptitude. If students do not fulfil the entry requirements, their place is not guaranteed.



ESSENTIAL DEVELOPMENT

The aim of Beal's Essential Development programme is to complement the academic curriculum and enable our students to be future leaders, whether this be at university, in the world of work or in society generally. The programme is delivered via outside speakers from universities and other organisations; it is delivered digitally via our virtual learning environment, Moodle and it is led by the Sixth Form Team of Directors and Deputy Directors of Achievement & Progress and tutors.

The aim of the programme is:

- To promote equal opportunity
- To promote self-esteem
- To promote emotional well-being
- To help form and maintain effective relationships
- To equip them to make informed choices
- To become responsible citizens
- To develop spiritual, moral, social and cultural awareness

Below is an outline of the wide range of subjects covered by the Essential Development Programme:-

Year 12	Year 13
<ul style="list-style-type: none">• 'Our Vision'• Dilemmas• Samaritans• Drive for Life• Smart Justice/Prison Reform Trust• Let's talk about Sex• Chlamydia• Healthy Living• Work Experience• Drugs• University application process• Personal Safety	<ul style="list-style-type: none">• University applications• Achieving academic targets• Cooking on a budget• Student finance - Grants• Personal finance and budgeting• Why Vote?• Personal responsibilities as young adults• National blood service





CORPORATE SKILLS

The aim of Corporate Skills is to provide useful activities for students to take part in outside of lessons, where they can learn additional, transferable skills not covered in subjects. If you feel you have any talents or interests which you could share with Year 12 students which could help our students stand out from the rest then please put your name forward. The academic year will be split into two terms, autumn and spring. Students will be asked in autumn and in spring which activity they want to take part in.

All students have one period out of the two week timetable which has been dedicated to corporate skills. The period will be decided either in negotiation with the lead teacher or with the external institution.

- Year Group Mentors (Years 7 – 11)
- Geography Teaching Assistant
- History Teaching Assistant
- Subject Ambassadors
- Mad Science Club Mentors
- KS3 Science Mentors
- Year 11 Science Mentor
- CLD Art Mentor
- CLD Teaching Assistant
- Year 9 Maths Mentor
- Technical Media Assistant
- IT Champion
- Drama Club Assistant
- Drama Technician
- Year 10 and 11 English and Maths Mentors
- Year 9 Reading Club Leaders
- Astronomy Club Assistant
- PE Technician
- KS3 Debate Club Leader
- Health and Wellbeing Assistant
- Senior Youth Travel Ambassador
- Sixth Form Prefect





MOVING INTO YEAR 13

Assessment of BTEC and AS modules will take place at the end of Year 12. It will be necessary to pass the modules to continue studying the subject in Year 13. **Students who fail a subject in Year 12 will not continue the subject into Year 13.** Students who fail in 2 or more subjects will not continue into Year 13.

Students following BTEC courses must pass all units assessed in Year 12 in order to progress to the second year of the course in Year 13. These assessments will be finalised by the end of the summer term in Year 12 (July 2017).

At the start of Year 12 students will be asked to sign a contract. This contract states our commitment to the students and their success in the Sixth Form as well as stating our expectations of the students and their role in their own success. Failure to meet the terms of the contract will lead to the implementation of our disciplinary procedures and may ultimately lead to students not completing courses or not progressing to Year 13.

It is hoped that through regular monitoring, communication and guidance the majority of students will move successfully into Year 13. Some may choose not to, and for these we will provide careers advice and a suitable reference.

REQUIREMENTS FOR SUCCESS

It is our aim at Beal to support and encourage students to be successful. Our expectation is that they make the most of opportunities offered and that by working with us they realise their ambition through Further or Higher Education or in the career of their choice.

Sixth Form students are under more pressure than ever before to succeed right from the start of Year 12. Below are some recommendations for successful study at Advanced level.

A successful student will:

- ◆ Choose the subjects they enjoy, and understand what studying those subjects will demand.
- ◆ For each hour in the classroom, spend a further two hours on school work.
- ◆ Organise study time and develop effective study skills.
- ◆ Balance study with other activities.
- ◆ Take responsibility, with tutors, for academic progress.
- ◆ Set a clear, realistic goal to achieve at the end of the course and plan how to use the qualification for a career or further education.

Students who think they could be successful at Beal High School should complete the enclosed application form and reference request and return them to the Head of Sixth Form as soon as possible.

For help with decisions at 16 and beyond try: www.londongt.org.uk/aschoices, www.aimhigher.ac.uk/dontstop, and www.ucas.com



WHO'S WHO AT BEAL

BHS Principal	Ms T Wilmot
Director of Sixth Form	Mr M Smith
Head of Year 12 (2017-18)	Mr H Chapman
Head of Year 13 (2017-18)	Ms J Hooker
Progression Coordinator	Ms R Morisiya
Competitive Course Advisors	Mr A Farrell/Mr N Barnett
Examinations Officer	Mr M Tubb
Head Boy/Girl (2016-17)	Tamer Ahamed/Suad Tahir
Sixth Form Administration	Mrs V Goldreich Mrs D Saund Mrs S Colliss

Further information is available from our website or via the Sixth Form Office.

Website: www.bealhighschool.co.uk

Telephone number: [020 8551 9378](tel:02085519378)

Email : vgoldreich@bealhighschool.co.uk



WHO TO CONTACT

If you require further information on any of our courses please contact the relevant member of staff listed below. Where a decision has been made, Examination Boards have been shown. However, in some cases a final decision has not been made or is subject to change:

SUBJECT	CONTACT	BOARD
Art & Design	Ms S Sanger	Edexcel
Art & Design BTEC Level 3	Ms H Parsliffe	Edexcel
Biology	Ms S Begum	Edexcel
Business Studies	Mr T Punter	AQA
Enterprise BTEC Level 3	Mr K Imrit	AQA
Chemistry	Ms N Matharu	OCR (Salters)
Computer Studies	Mr J Jackson	AQA
Design & Technology: Product Design	Ms S Kasperkowicz	Edexcel
Drama	Ms B Sarica	Edexcel
Economics	Mr T Punter	AQA
English Language and Literature	Mr P Forster	AQA
English Literature	Mr P Forster	AQA
French	Mr J-B Gilbert	Edexcel
Geography	Ms L Bainbridge	WJEC
German	Mr S Davies	Edexcel
History	Ms E Teplizki	OCR
Home Languages	Ms M Bahara	Various
IT BTEC Level 3 Extended Certificate	Mr J Jackson	Edexcel
Law	Mr N Barnett	OCR
Mathematics/Further Mathematics	Ms W Finan	Edexcel
Media Studies Creative Media Production BTEC Level 3	Miss N Jaber	OCR Edexcel
Music	Miss R Kantor	OCR
Performing Arts BTEC Level 3	Ms J Hooker	Edexcel
Religious Studies	Mr Z Hussain	AQA
Photography	Ms M Bibby	Edexcel
Physics	Mr G Grewal	OCR
Politics	Ms Burrard-Lucas	AQA
Psychology	Mr N Barnett	AQA
Applied Science BTEC Diploma Level 3	Ms S Augustin	Edexcel
Sociology	Mr S Cleland	AQA
Sport (Development, Coaching & Fitness) BTEC Level 3	Mr S Goss	Edexcel
Transition Course	Ms S Davies/Mr R Smith	Various



A LEVEL FACILITATING SUBJECTS

KS5 Subject	Descriptor	Sector	En GCSE min grade	Ma GCSE min grade	Subject Specific min grade	
English Literature	Facilitating	Core	6	4	English	6, 6
Mathematics	Facilitating	Core	4	6	Maths	6
Further Mathematics	Facilitating	Core	4	7	Maths	7
Biology	Facilitating	Core/Science	5	5	Science	BB
Chemistry	Facilitating	Core/Science	5	5	Science	BB
Physics	Facilitating	Core/Science	5	5	Science	BB
Geography	Facilitating	Humanity	5	4	Geography	C
History	Facilitating	Humanity	5	4	History	C
French	Facilitating	MFL	4	4	French	B
German (2018)	Facilitating	MFL	4	4	German	B
Spanish	Facilitating	MFL	4	4	Spanish	B



ENGLISH LITERATURE

DETAILS OF COURSE:

The specification studied is EDEXCEL English Literature.

At AS level, candidates will study a play (E.g. 'Doctor Faustus' by Christopher Marlowe) and a collection of contemporary poetry for unit 1 and two novels (E.g. *The Picture of Dorian Gray* by Oscar Wilde and *Dracula* by Bram Stoker) for unit 2. They will then have two exams at the end of the year:

- Unit 1 – Poetry and Drama (60% of the AS grade) – This exam is 2 hours long and is open book.
- Unit 2 – Prose (40% of the AS grade) – This exam is 1 hour long and is open book.

For the A level, candidates will study a collection of contemporary poetry, and two plays (E.g. Shakespeare's 'Othello' and 'A Streetcar Named Desire') for unit 1. They will study two novels (E.g. *The Picture of Dorian Gray* by Oscar Wilde and *Dracula* by Bram Stoker) for unit 2. They will then study a collection of poetry (E.g. The Romantics, The Victorians, or Larkin's poetry) for unit 3. They will also study two texts for the coursework.

- Unit 1 – (30% of the A level) – 2 hours and 15 mins and open book. - Drama
- Unit 2 – (20% of the A level) – 1 hour and is open book - Prose
- Unit 3 – (30% of the A level) – 2 hours and 15 mins and is open book - Poetry
- Coursework (20% of the A level) – one 2500-300 word essay.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

- Above all, candidates who study this course **must** enjoy reading; if they do not fulfil the wider reading entailed in the course then they will not be able to complete the A level.
- They should also have the ability to construct a basic argument and select interesting quotations from a text.
- They must be willing to conduct research independently.
- Candidates should also be willing to engage in class discussions of texts.

THE FUTURE:

A level English is a demanding subject but it is also very rewarding. In studying these important novels, plays and poetry, students gain the ability to think critically and construct sophisticated arguments. Many students go on to study English or related subjects at university with students gaining places at both Oxford and Cambridge in recent years.



MATHEMATICS

SPECIAL COMMENT ON ENTRY REQUIREMENTS:

A minimum of a grade 6 in GCSE Mathematics is required to study Mathematics at Beal. However, students who attain a 6 grade may find that the demands of the full A level are too challenging, these students will be directed to an AS only course at the end of the first year.

DETAILS OF COURSE:

We will be following the EDEXCEL Linear A level specifications. This course will be examined at the end of two years and will require students to sit 3 exams each 2 hours long. The ratio of Core maths to Applied maths is 2:1 with no optional element to the applied content. All students will cover some Statistics content and some Mechanics content within their A level mathematics course.

Pure Mathematics : 66.6% of the course

Pure mathematics is the core of advanced mathematics. It contains the algebraic and numerical methods that allow us to describe the world and nature mathematically. Study of Pure Mathematics is fundamental and builds on the GCSE knowledge of Algebra, Number and Geometry

Applied Mathematics: 33.3% of the course

Mechanics: is the study of motion and of forces. Mathematical models are applied to the motion of projectiles, vehicles and other objects. Laws of Motion are applied to a variety of situations. Mechanics has particular application in Physics, all forms of Engineering and Technology generally.

Statistics: The collection and representation of data, using probability models to represent real situations and developing an understanding of the application of different probability distributions. The use of regression and correlation. Statistics is applied extensively in Business, Biology, Geography, Chemistry and Economics.

There is no coursework linked with any of the modules which will be offered.

QUALITIES AND COMMITMENT EXPECTED FROM STUDENTS:

The A level student must:

1. be committed to regular study;
2. be determined to overcome difficulties;
3. have the ability to work with others and independently;
4. meet deadlines for completion of work.

ASSESSMENT:

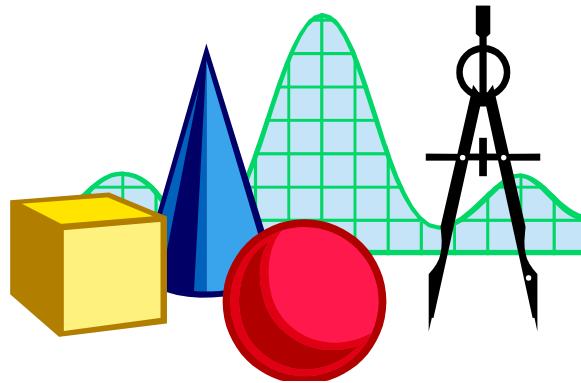
Students are regularly assessed in both Pure and Applied Mathematics throughout the course, it will be expected that a pass grade is maintained across all assessments to continue to the full A2 course at the end of the first year.

Final exams are all taken at the end of year 13.



A level Mathematics:

Mathematics is generally considered one of the most demanding at A-level. It is not a good subject to choose as "fourth" choice – the work demand will be at the very least equivalent to your other subjects and often, particularly early in the course, it is more. Students are tested regularly and are expected to attend weekly catch up classes after school if these tests are not passed with a minimum of 40%. There are rewards for doing A level Mathematics, but they have to be earned by hard work!



THE FUTURE:

A level Mathematics, particularly when linked with other subjects, is not only a qualification for higher education but also for a variety of employment opportunities including Banking, Insurance, Stockbroking, Advertising, Engineering etc.



FURTHER MATHEMATICS

SPECIAL COMMENT ON ENTRY REQUIREMENTS:

A minimum of grade 7 in GCSE Mathematics. You must be recommended by your Mathematics teacher and you must also have selected A Level Mathematics to study Further Mathematics.

DETAILS OF COURSE

In addition to the core and applied units covered in Mathematics A level, you will cover Further Pure Mathematics 1 & 2 which comprise 50% of the course and are compulsory.

The course then has 2 optional units (25% each). We can select to study Further Mechanics, Further Statistics, Further Pure 3 or Decision Mathematics. This choice will be made by the mathematics teachers. Each of the 4 units will be tested for 1 hour 30 minutes and carry the same weight.

There are many good reasons for you take Further Mathematics:

- Students taking Further Mathematics overwhelmingly find it to be an enjoyable, rewarding, stimulating and empowering experience.
- For someone who enjoys mathematics it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts.
- It enables you to distinguish yourself as an able mathematician in the university and employment market.
- It will make the transition to a mathematics-related university course easier.
- An increasing number of the top universities now expect it for entry to Mathematics-related courses.

Any student who is planning to take a Mathematics-related degree (this covers a very wide range of academic areas - Engineering, Sciences, Computing, Finance/Economics, etc., as well as Mathematics itself) will benefit enormously from taking Further Mathematics, at least to AS level. As well as teaching you about new topics such as matrices and complex numbers, that are vital in maths-related degrees, studying Further Mathematics will also boost your performance in the standard AS/A level Mathematics. You will find the first year mathematics element of any maths-related degree course far more straightforward if you have studied Further Mathematics.

It's useful to think of Further Mathematics as mainly broadening your knowledge and understanding outside what is covered in the standard A level Mathematics

If you are especially keen on Mathematics you will really enjoy the full A level in Further Mathematics. It is a challenging qualification, but students who do it usually find it is their favourite subject. Further Mathematics qualifications are prestigious and are strongly welcomed by universities. Students that do Further Mathematics are really demonstrating a strong commitment to their studies, as well as learning mathematics that is very useful for any maths-related degree.



BIOLOGY

DETAILS OF COURSE:

Students will follow the OCR A Biology Specification, a content-led approach that is designed to engage and inspire students. The specification has been designed with teachers, universities and professional bodies, to produce a course that places more emphasis on developing students' understanding and application of biological concepts. By taking this approach, students will develop not only their biological skills but transferrable skills, such as problem solving, which will benefit them in all subjects that they study both now and in the future. The OCR A specification provides a flexible approach to learning that allows the teaching of practical scientific skills to be integrated with the theoretical topics. Thus providing students with an in-depth and broad knowledge of Biology that will be challenging to all.

AS:

Module 1: Development of Practical Skills
Module 2: Foundations in Biology
Module 3: Exchange and Transport
Module 4: Biodiversity, Evolution and Disease

A Level:

Module 1: Development of Practical Skills
Module 2: Foundations in Biology
Module 3: Exchange and Transport
Module 4: Biodiversity, Evolution and Disease
Module 5: Communication, Homeostasis and Energy
Module 6: Genetics, Evolution and Ecosystems
A-Level Practical Endorsement

ASSESSMENT:

AS:

Paper 1: Breadth in Biology (written paper)
Paper 2: Depth in Biology (written paper)
Both papers assess content from all four modules

A Level:

Paper 1: Biological Processes (written paper assessing modules 1, 2, 3 and 5)
Paper 2: Biological Diversity (written paper assessing modules 1, 2, 4 and 6)
Paper 3: Unified Biology (written paper assessing modules 1-6)
Practical Endorsement for Biology (non-examined assessment)

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

This is a fun yet intensive course. Students are required to be dedicated as well as committed to independent study. Students are expected to be pro-active in their learning and should aspire to achieve their target grade or above. At AS and A level it is expected that students demonstrate very high levels of practical skill.

THE FUTURE:

The A level Biology course is an excellent starting point for many professional careers. Traditional areas include Medicine, Dentistry, Pharmacy and Veterinary Science. Other areas include Biotechnology, Food Science, Microbiology, Pharmacology, Forensic Science, Genetic Engineering, Cell Biology, Physiotherapy and Sports Science. Education and Research could also be considered.



CHEMISTRY

DETAILS OF COURSE:

Students will follow the OCR A Chemistry Specification. The specification follows a flexible, content-led approach where the specification is divided into topics, each covering different key concepts of chemistry. Teaching of practical skills is integrated with the theoretical topics and they are assessed both through written papers and, for A level only, the Practical Endorsement. The OCR A course allows students to develop essential knowledge and understanding of different areas of Chemistry and how they relate to each other, alongside a deep appreciation of the skills, knowledge and understanding of scientific methods. Students will develop competence and confidence in a variety of practical, mathematical and problem solving skills, allowing them to develop their interest and enthusiasm in Chemistry.

AS:

Module 1: Practical Skills in Chemistry
Module 2: Foundations in Chemistry
Module 3: The Periodic Table and Energy
Module 4: Core Organic Chemistry

A Level:

Module 1: Practical Skills in Chemistry
Module 2: Foundations in Chemistry
Module 3: Periodic Table and Energy
Module 4: Core Organic Chemistry
Module 5: Physical Chemistry and Transition Elements
Module 6: Organic Chemistry and Analysis
A-Level Practical Endorsement

ASSESSMENT:

AS:

Paper 1: Breadth in Chemistry (written paper)
Paper 2: Depth in Chemistry (written paper)
Practical Endorsement for Chemistry (non-examined assessment)
Both papers assess content from all four modules

A Level:

Paper 1: Periodic Table, Elements and Physical Chemistry (written paper)
Paper 2: Synthesis and Analytical Techniques (written paper)
Paper 3: Unified Chemistry (written paper)
Practical Endorsement for Chemistry (non-examined assessment)
Both papers assess content from all six modules

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

This is a fun yet intensive course. Students are required to be dedicated as well as committed to independent study. Students are expected to be pro-active in their learning and should aspire to achieve their target grade or above. At AS and A level it is expected that students demonstrate very high levels of practical skill. Students must purchase their own lab coats.

THE FUTURE:

The A Level Chemistry course is an excellent starting point for many careers including Medicine, Dentistry, Pharmacy and Pharmacology, to name a few.





PHYSICS

Students are strongly advised to take A-Level Mathematics (Mechanics) with A-Level Physics.

COURSE DETAILS:

Physics is the study of the natural world around us. It is about understanding the laws and properties of matter and energy. The content of the course is chosen to provide a balanced and coherent study of the subject. There are regular internal assessments by means of end of topic tests and thorough revision using past papers in preparation for module examinations.

For AS Physics:

- Motion, Forces, Work and Energy
- Materials
- Electrical circuits
- Wave Behaviour and Quantum Physics
- Practical Skills

For Advanced level Physics:

- Momentum and Circular Motion
- Fields, Electromagnetism and Oscillations
- Thermal Physics
- Nuclear Physics and Fundamental Particles
- The Big Bang Theory

ASSESSMENT:

AS: Paper 1 and Paper 2: both written papers. Both papers assess content from all modules.

A Level: Paper 1, Paper 2 and Paper 3: all written papers. Practical Endorsement for Physics (non-examined assessment)

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

- A logical and numerate way of thinking
- Good writing skills to communicate unusual ideas in clear English
- An interest in the behaviour of the physical world around you
- The ability to think and contribute to lessons
- A wish to 'read around' the subject

THE FUTURE:

Gaining physics qualifications can lead to a wide range of careers in a number of fields. Many Universities link physics with other subjects as well as offering physics degrees.



GEOGRAPHY

The Department now follows the new EdExcel syllabus from September 2016 for first examination at AS in 2017 and at A2 in 2018. Normally students will be taught by two members of staff.

CURRICULUM:

In **Year 12** (AS) students follow courses in:-

G1 Dynamic Landscapes - Tectonic Processes and Hazards

- Coastal Landscapes and Change

G2 Dynamic Places - Globalisation

- Regenerating Places

*There is **no** coursework, although students are required to complete 2 days of fieldwork, outside of the school environment, in order to obtain this qualification. There will be questions in the Year 12 exams which will be based on this fieldwork.*

In **Year 13** (A2) students build on what they learnt as part of the AS qualification (although, no marks can be carried from Year 12 to Year 13) and follow courses in:-

G1 Dynamic Landscapes - The Water Cycle and Water Insecurity

- The Carbon Cycle and Energy Security

G2 Dynamic Places - Superpowers

- Global Development and Connections

G3 Synoptic Paper- The specification contains three synoptic themes which appear across the G1 and G2 topics. This exam assesses the ability of students to answer questions that relate to these three synoptic themes and their ability to respond to a resource booklet.

Students are required to complete another 2 days of fieldwork and there is an independent investigation (coursework) that students must undertake which comprises 20% of their final grade. For this they must produce a written report of their findings (3000-4000 words), which will be submitted to the exam board.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Diligent and organised. Students are expected to keep up with news from quality papers and television and read and make notes on case studies. Students are advised to subscribe to Geography Review magazine. Students are expected to attend **all** field visits.

ASSESSMENT:

AS: Two end of year exams:

G1 Dynamic Landscapes (1 hour 45 mins) 50% AS

G2 Dynamic Places (1 hour 45 mins) 50% AS

A2: Three end of year exams and submitted coursework:

G1 Dynamic Landscapes (2 hours 15 mins) 30% A2

G2 Dynamic Places (2 hours 15 mins) 30% A2

G3 Synoptic Paper (2 hours 15 mins) 20% A2

Independent Investigation 20% A2



FIELD WORK AND VISITS:

Field work and visits will play a vital part in the delivery of the syllabus. **Field work is currently carried out in February of Year 12 at a residential centre in Colchester, Essex at a cost of approximately £300.** This visit is essential and will provide material to answer questions in both AS examinations and also provide the basis from which students will go on to write their independent investigations (worth 20% of the overall A2 qualification). The post AS period in June/July is an ideal time for students to begin their independent investigations.

THE FUTURE:

Geography is a rapidly changing and contemporary subject. It is anticipated that current affairs and the national press and TV will provide much stimulus material for the course. Students will be expected to read widely.



HISTORY

DETAILS OF COURSE:

The units cover a broad range of History, from medieval to modern. The examinations are offered by OCR in June of Year 12 [AS] & June of Year 13 [A-Level].

YEAR 12:

During Year 12, students study:

1. Britain 1930-1997 (including a depth study on Winston Churchill)

This is a British period study in which candidates interpret and evaluate source material on Britain 1930-1997.

2. The American Revolution 1740-1796

This is a non-British period study where candidates interpret and analyse historical arguments on the American Revolution.

YEAR 13:

During Year 13 students study two new units. At the end of the year they are also assessed on the AS topics again (with different exam questions). This culminates in the award of the full A Level.

3. Civil Rights in the USA 1865-1992

This is a thematic study in which candidates develop an understanding of continuity and change over an extended period in the USA.

4. Independent Study (coursework)

This is a 3000-4000-word topic based essay providing an opportunity for independent historical research with the support and guidance of the History Department.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

The course requires skills that are essential to both group and individual work. Students will be required to construct a reasoned argument, listen to and assess the opinions of other people, and examine critically a wide range of primary sources. As part of the course students will be expected to undertake a piece of individual research.

ASSESSMENT:

A-Level History has four components to the course, and students accumulate credits which make up the final grade.

The main aim is to stimulate an interest in the study of History. The objectives of the specifications are to deploy knowledge, evaluate a range of evidence and communicate an analysis of arguments.

THE FUTURE:

History is a valued academic qualification accepted by all universities and employers. Many of our students have gone on to study the subject at degree level. History often leads to careers in law, journalism, media, education, civil service, advertising and management. Indeed any career that values independent thinking, values History qualifications.



FRENCH

DETAILS OF COURSE:

The course aims to develop students' skills in reading, writing, listening and speaking to a high level. By the end of the course it is hoped that they will be able to read newspapers and magazine articles, follow news items on the French radio and television, write texts and articles on a variety of topics and hold a reasonably fluent conversation, expressing facts, ideas and opinion. Knowledge of French grammar will be deepened and vocabulary will be extended to cover the themes.

The themes are:

- Theme 1 Environment, education and the world of work
- Theme 2 Music, media, customs and traditions

The students are also given the opportunity to do work experience in France.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Students should have a genuine interest in the language and preferably have a desire to visit France, as trips abroad are invaluable for developing language skills and acquiring an appreciation of the culture. Good powers of analysis as well as an ability to work independently and read widely around the subject are desirable. A good memory for words is essential

ASSESSMENT:

There are three papers at the end of the year:

AS:

Paper 1: Listening, Reading and Translation (40% of AS – 1 hour + 50 mins).

Paper 2: Writing and Translation (30% of AS – 1 hour + 40 mins).

Paper 3: Speaking: (30% of AS -15 mins + 15 mins preparation time)

THE FUTURE:

A good pass at A level gives access to university and offers a valuable qualification in the world of work. A language is becoming more and more important in today's world where business frontiers are disappearing throughout the European Union. Many past students have gone on to study degree courses in either pure French or a variety of interesting courses which combine a language with other subjects such as accountancy, law, banking and finance, business, journalism and the media. They can then work for a company with international links, or work abroad and have more fun when travelling abroad.



SPANISH

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish consists of two externally-examined papers assessing listening, reading and writing and a non-examined speaking assessment. The speaking assessment is externally set and conducted by a teacher/examiner*. All assessments are marked by Pearson. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Overview:

Paper 1: Listening, reading and translation

Written examination: 1 hour and 45 minutes

40% of the qualification

Content overview:

This paper draws on vocabulary and structures across both themes. Themes are based on the society and culture of the language

Assessment overview:

Students are not permitted access to a dictionary during the examination.

The examination is made up of:

Section A: Listening (24 marks)

A listening assessment based on a recording, featuring male and female Spanish speakers.

Students will respond to comprehension questions based on a variety of contexts and sources.

Section B: Reading (28 marks)

A reading assessment based on a variety of text-types and genres where students will have to respond to comprehension questions.

Section C: Translation into English (12 marks)

An unseen passage to be translated **from Spanish to English.**

Paper 2: Written response to works and translation

Written examination: 1 hour and 40 minutes

30% of the qualification

Content overview:

This paper requires students to translate a previously unseen passage from English into Spanish.

This paper also draws on the study of one discrete Spanish work: either one literary text or one film. The work must be taken from the list of prescribed literary texts and films. The literary texts listed include a range of plays, novellas and novels. All of the films are feature length.

Assessment overview:

This paper includes a translation exercise and an extended response on either one literary text or one film. Students are not permitted access to a dictionary or any documentation relating to the works during the examination.

Students complete Section A and one question from either Section B or C.

Section A: Translation (20 marks)

Students translate an unseen passage **from English into Spanish.**

Section B: Written response to works (literary texts) (40 marks)

Students select one question from a choice of two for their chosen literary text. If a student answers a question in this section then they do not complete Section C.

OR

Section C: Written response to works (films) (40 marks)

Students select one question from a choice of two for their chosen film. If a student answers a question in this section then they do not complete Section B.



Paper 3: Speaking

30% of the specification

Students should be able to demonstrate:

- their ability to summarise information from the written source provided
- their ability to respond in speech to the written language in the two texts provided
- their knowledge and understanding of the cultural context, demonstrated by giving examples and information on two Themes
- their ability to express viewpoints, justify opinions and develop informed arguments relating to the cultural and social context
- their ability to interact and hold a natural discourse
- their skill in manipulating the language accurately.

These aspects are assessed via two distinct tasks covering two themes and conducted entirely in the target language. They are carried out in consecutive order in one session. The content for Task 1 will be based on one of the sub-themes from Theme 1 and the content for Task 2 will be taken from one of the sub-themes from Theme 2, listed in the section Themes and sub-themes in the specification.

General information

- First assessment: April/May 2017.
- Timing for the speaking assessment:
 - o Task 1: 7 to 9 minutes (recommended)
 - o Task 2: 5 to 6 minutes (recommended)
 - o Total assessment time: 27 to 30 minutes, (12 to 15 minutes of speaking plus 15 minutes' preparation time for both tasks).

- **Students complete two tasks** – Task 1 is worth 42 marks and Task 2 is worth 30 marks.
- **Assessments will be conducted by teachers/examiners in centres in one session** within a prescribed five-week assessment period. This will take place in April and May in any single year.

Themes:

Theme 1: La evolución de la sociedad española

Theme 1 is set in the context of Spain only. This theme covers social issues and trends.

- El cambio en la estructura familiar

La evolución de las actitudes hacia el matrimonio, las relaciones y las familias.

- El mundo laboral

La vida laboral en España y las actitudes hacia el trabajo; las oportunidades de trabajo para los jóvenes; la igualdad de género.

- El impacto turístico en España

El impacto económico; las oportunidades que ofrece el turismo; el impacto socioambiental.

Theme 2: La cultura política y artística en el mundo hispanohablante

Theme 2 is set in the context of Spanish-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

- La música

Los cambios y las tendencias; el impacto de la música en la cultura contemporánea.

- Los medios de comunicación

La televisión y las telenovelas: los medios de comunicación escritos y en internet; el impacto en la sociedad y la política.

- Los festivales y las tradiciones

Los festivales, las fiestas, las costumbres y las tradiciones.



LITERARY TEXTS AND FILMS

Literary texts

- Bodas de sangre, Federico García Lorca, 1932 (play)
- Como agua para chocolate, Laura Esquivel, 1989 (novel)
- El coronel no tiene quien le escriba, Gabriel García Márquez, 1961 (novella)
- La casa de Bernarda Alba, Federico García Lorca, 1936 (play)
- Nada, Carmen Laforet, 1943 (novel)
- Primera memoria, Ana María Matute 1959 (novel)
- Réquiem por un campesino español, Ramón J. Sender, 1953 (novella)

Films

- Diarios de motocicleta, dir. Walter Salles (2004)
- El laberinto del fauno, dir. Guillermo del Toro (2006)
- La lengua de las mariposas, dir. José Luis Cuerda (1999)
- La misma luna, dir. Patricia Riggen (2007)
- Mar adentro, dir. Alejandro Amenábar (2004)
- También la lluvia, dir. Icíar Bollaín (2010)
- Volver, dir. Pedro Almodóvar (2006)



A LEVEL SPECIALIST SUBJECTS

KS5 Subject	Descriptor	Sector	En GCSE min grade	Ma GCSE min grade	Subject Specific min grade	
Psychology	Specialist	Science	5	5	Science	BB
Business Studies	Specialist	Humanity	5	4	BS, Economics, Humanity	C
Drama	Specialist	Creative	5	4	Drama	C
Economics	Specialist	Humanity	5	4	BS, Economics, Humanity	C
English Lang. & Lit.	Specialist	Core	5	4	English	6, 5
Law	Specialist	Humanity	5	4	Humanity	C
Media Studies	Specialist	Creative	5	4	Media, Humanity, Creative	C
Music	Specialist	Creative	5	4	Music	C
Politics	Specialist	Humanity	5	4	Humanity	C
Religious Studies	Specialist	Humanity	5	4	RS (or Humanity)	C
Sociology	Specialist	Humanity	5	4	Sociology (or Humanity)	C
Computer Science	Specialist	Tech	4	5	Computing, BTEC IT	C
Art	Specialist	Creative	4	4	Art (or Photography)	C
Product Design	Specialist	Creative/Tech	4	4	CDT	C
Photography	Specialist	Creative	4	4	Photography, Art	C



BUSINESS STUDIES

If not achieved each student will be considered individually, the qualifications and grades that will be taken into account are:

- At least a B in Mathematics
- At least a C in English combined with a C in at least one of the humanities subjects (Geography, History, Sociology and Religious Studies)
- BTEC merit or distinction in any subject

DETAILS OF THE COURSE – WHAT YOU WILL LEARN

- 1 What is business?
- 2 Managers, leadership and decision making
- 3 Decision making to improve marketing performance
- 4 Decision making to improve operational performance
- 5 Decision making to improve financial performance
- 6 Decision making to improve human resource performance
- 7 Analysing the strategic position of a business (A-level only)
- 8 Choosing strategic direction (A-level only)
- 9 Strategic methods: how to pursue strategies (A-level only)
- 10 Managing strategic change (A-level only)

QUALITIES AND COMMITMENT EXPECTED FROM YOU:

You need to be a student who is passionate about the importance of Business and Enterprise with a genuine interest in the world of business. You must be confident in expressing your opinion, both in class and in extended writing. You will enjoy Business Studies if you are able to work independently, meet deadlines, reflect on your progress and take control of your development. In short, if you can think and act like an entrepreneur; you'll find real success in this subject.

ASSESSMENT - AS

Paper 1: Business 1	+	Paper 2: Business 2
What's assessed 1–6 above		What's assessed 1–6 above
Assessed <ul style="list-style-type: none"> • written exam: 1 hour 30 minutes • 80 marks in total • 50% of AS 		Assessed <ul style="list-style-type: none"> • written exam: 1 hour 30 minutes • 80 marks in total • 50% of AS
Questions Three compulsory sections: <ul style="list-style-type: none"> • Section A has 10 multiple choice questions (MCQs) worth 10 marks • Section B has short answer questions worth approximately 20 marks • Section C has two data response stimuli with questions worth approximately 25 marks. 		Questions One compulsory case study consisting of approximately seven questions.

ASSESSMENT – A2

Paper 1: Business 1	+	Paper 2: Business 2	+	Paper 3: Business 3
What's assessed All content above		What's assessed All content above		What's assessed All content above
Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 100 marks in total • 33.3% of A-level 		Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 100 marks in total • 33.3% of A-level 		Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 100 marks in total • 33.3% of A-level
Questions Three compulsory sections: <ul style="list-style-type: none"> • Section A has 15 multiple choice questions (MCQs) worth 15 marks. • Section B has short answer questions worth 35 marks. • Sections C and D have two essay questions (choice of one from two and one from two) worth 25 marks each. 		Questions Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.		Questions One compulsory case study followed by approximately six questions.

THE FUTURE:

Most Beal Business students go on to university to study Business Studies or a related degree like Marketing, Management or Accounting and Finance. Of course, a good A Level Business Studies grade counts towards most other degree courses.



DRAMA

Want to become a Doctor, Lawyer, Accountant, Teacher or a Performer?
No other subject can prepare you for the REAL world.

The Drama & Theatre Studies Advanced Level qualification is an exciting, academically rigorous course which is recognised, and valued by universities. Students will gain first hand experience of the process of live theatre, complemented by a thorough exploration of the theoretical foundations of drama alongside detailed analysis of a range of set texts.

Specification overview

AS and A level in Drama and Theatre will be assessed through a combination of 40% written exam and 60% Non-Examined Assessment (NEA).

AS – Year 12

- **Component 2: Text in performance (20%)**
A02 is assessed
Group performance assessed externally.

A2 – Year 13

- **Component 1 – Devising (40%)**
A01, A02, A04 assessed
Devise an original piece of Drama – internally assessed.
Portfolio on process and Development – Externally assessed.
- **Component 3 – Theatre makers in practice (40%)**
Written examination
Live Theatre review
Realising a Performance Text
Interpreting a Performance Text

Commitment we expect:

- Attendance – success depends on **full attendance** and it is extremely difficult to catch up if you are absent
- Personal responsibility – you will be required to **document all experience** gained in lessons to aid your written work
- Theatre trips – you will be expected to **attend all trips**
- Rehearsals – **you must be prepared to undertake extra rehearsals outside of lessons for the preparation of examined performances.**



ECONOMICS

DETAILS OF THE COURSE – WHAT YOU WILL LEARN

The operation of markets and market failure

- Economic methodology and the economic problem
- Price determination in a competitive market
- Production, costs and revenue
- Competitive and concentrated markets
- The market mechanism, market failure and government intervention in markets
- Labour market
- The distribution of income and wealth: poverty and inequality

The national economy in a global context

- The measurement of macroeconomic performance
- How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts
- Macroeconomic policy
- Financial markets and monetary policy
- Fiscal policy and supply-side policies
- The international economy

QUALITIES AND COMMITMENT EXPECTED FROM YOU:

Previous Economics knowledge is not essential, but if you don't have a genuine interest in the world of business and Economics the subject may not be for you. You should be aware of current affairs and be prepared to read the Business and Economics sections of newspapers. You will enjoy Economics if you're interested in the value of the Pound, the rate of interest charged by banks and government policy on jobs, the environment and poverty. You'll have to write long essays and formulate and evaluate arguments, reaching informed conclusions.

ASSESSMENT - AS

Paper 1: The operation of markets and market failure	+	Paper 2: The national economy in a global context
What's assessed Content 1–5 above		What's assessed Content 6–9 above
Assessed <ul style="list-style-type: none"> • written exam: 1 hour 30 minutes • 70 marks • 50% of AS 		Assessed <ul style="list-style-type: none"> • written exam: 1 hour 30 minutes • 70 marks • 50% of AS
Questions <ul style="list-style-type: none"> • Section A: 20 multiple choice questions worth 20 marks • Section B: data response questions requiring written answers, choice of one from two contexts worth 50 marks 		Questions <ul style="list-style-type: none"> • Section A: 20 multiple choice questions worth 20 marks • Section B: data response questions requiring written answers, choice of one from two contexts worth 50 marks

ASSESSMENT – A2

Paper 1: Markets and market failure	+	Paper 2: National and international economy	+	Paper 3: Economic principles and issues
What's assessed Content 1–8 above		What's assessed Content 9–14 above		What's assessed All content 1–14 above
Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 80 marks • 33.3% of A-level 		Assessed <ul style="list-style-type: none"> • written exam 2 hours • 80 marks • 33.3% of A-level 		Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 80 marks • 33.3% of A-level
Questions <ul style="list-style-type: none"> • Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks • Section B: essay questions requiring written answers, choice of one from three worth 40 marks 		Questions <ul style="list-style-type: none"> • Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks • Section B: essay questions requiring written answers, choice of one from three worth 40 marks 		Questions <ul style="list-style-type: none"> • Section A: multiple choice questions worth 30 marks • Section B: case study questions requiring written answers, worth 50 marks

THE FUTURE:

Many Beal Economics students go on to university to study Economics in one form or another or a related degree like Business and Finance. Of course, a good A Level Economics grade counts towards other degree courses.



ENGLISH LANGUAGE AND LITERATURE

DETAILS OF COURSE:

The specification studied is EDEXCEL English Language and Literature.

At AS level, candidates will study an Anthology of various texts for component 1 in which they will complete a piece of creative writing based on one of these texts and an analytical essay. They will then explore two texts for component 2 (E.g. *The Great Gatsby* and 'Othello' or *Great Expectations*). They will have two exams at the end of the year:

- Component 1 – (50% of the AS level) – 1 hour 30 mins and open book – Voices in Speech and Writing
- Component 2 – (50% of the AS level) – 1 hour 30 mins and open book – Varieties in Language and Literature.

For the A level, candidates will study an Anthology and a play (E.g. 'A Streetcar Named Desire' by Tennessee Williams) for component 1. They will study two texts for component 2 (E.g. *The Great Gatsby* and 'Othello' or *Great Expectations*) and there will also be an unseen element to the exam. In year 13 students will also complete coursework based on two thematically linked texts (E.g. 'The Crucible' by Arthur Miller and Bill Bryson's *The Lost Continent: Travels in Small Town America*). This will involve two pieces of creative writing and one commentary.

- Component 1 – (40% of the A level) – 2 hours 30 mins and open book – Voices in Speech and Writing.
- Component 2 – (40% of the A level) – 2 hours 30 mins and open book – Varieties in Language and Literature
- Coursework – (20% of the A level) – two pieces of creative writing and one commentary.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

- Above all, candidates who study this course **must** enjoy reading; if they do not fulfil the wider reading entailed in the course then they will not be able to complete the A level.
- Candidates should be interested in creative writing and should have enjoyed this aspect of the GCSE course.
- They should also have the ability to construct a basic argument and select interesting quotations from a text.
- They must be willing to conduct research independently.
- Candidates should also be willing to engage in class discussions of texts.

THE FUTURE:

A level English Language and Literature is a demanding subject but it is also very rewarding. In studying these important novels, plays and poetry, students gain the ability to think critically and construct sophisticated arguments. It prepares candidates for the rigours of a variety of essay writing degrees.



LAW

DETAILS OF COURSE:

AS: 2 units covering 3 topics:

The nature of law and the English legal system
Criminal Law
Tort

This course is an introduction to how the Law works in England.

In the English Legal System Module you will learn about:-

- Criminal procedure from arrest and stop and search by the police, through trials to the different sentencing options.
- The civil law; how you can sue someone, the different courts and what their powers are.
- Judges, barristers and solicitors. How they are selected, trained and work.
- The role of juries and magistrates.

Criminal Law at AS level is very similar to studying criminal law at university. You will learn about many of the main criminal offences- what does the prosecution have to prove in order to convict someone, and what defences are available. These include:

Offences	Defences
Murder	Insanity and Automatism
Manslaughter	Duress
Theft, Robbery and Burglary	Intoxication
Assaults (ABH, GBH)	Consent

A2:

- At A2 level pupils will be studying an additional unit relating to either Law of contract or Human rights.

ASSESSMENT:

The Law A level is assessed entirely by examination, there is no coursework. However one of the two year 13 papers is based on sources that can be prepared in advance.

Both the AS and the A2 course require you to have a detailed knowledge of the law and also the ability to analyse and evaluate it. You will also need to solve legal problems, applying your knowledge of the law to different situations.



QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

A lively interest in law and current affairs. Students will be expected to the quality press on a regular basis, as well as to undertake background reading and research. This is an **essential** part of the course. Students will need an ability to analyse and solve problems in a logical manner, also to prepare persuasive arguments, both orally and in writing.

KEY SKILLS:

The AS course provides opportunities for demonstrating the Key Skills of Communication, ICT and Problem Solving at level 3. It will also develop your ability to develop to prepare an argument and write good essays.



THE FUTURE:

The A level course is an interesting A level which teaches valuable skills which are transferable to any other academic subject or career. We often have students who combine the subject with both arts and science subjects.

A level Law is not required to study the subject at university, but contrary to rumour, is accepted by all university Law Departments. There are two key advantages in taking the subject if you are thinking about studying Law at university.

- A level Law gives you a good understanding about what studying the Law is like and will help you decide if a Law degree is right for you.
- A level Law will make the transition to a university Law degree much easier, giving you a good knowledge of two topics which are almost always dealt with in the first year.

Students who have studied A level Law at Beal have gone on to study Law Degrees at many leading universities. Recent students have gone on to universities such as Southampton and City University, London. They all report that A level law has helped them settle in and do well, one student recently obtained a first class in criminal law a year after studying the subject at Beal.



MUSIC

DETAILS OF COURSE:

The AS course is divided into THREE UNITS.

The A2 course builds on the material covered in year 12 and also consists of THREE UNITS

AS:

UNIT ONE PERFORMING (30%)

Candidates may offer one or more instruments and perform as a soloist or an ensemble member

UNIT TWO COMPOSING. (30%)

Candidates complete two compositions; one is a free choice and the second is based on a brief set by the exam board each year, based on the six areas of study that underpin the course.

UNIT THREE LISTENING & APPRAISING. (40%)

Candidates sit a Listening Exam and they are provided with their own CD for the exam.

The exam lasts 90 minutes and there are two sections.

Section A has short questions based on the areas of study which involve analytical skills and musical dictation..

Section B has two essay questions.

The Areas of Study:

	Prescribed works by..
Vocal music	Bach & Mozart
Instrumental music	Vivaldi & Clara Schumann
Music for Film	Music from Batman & The Duchess
Popular music & jazz	Courtney Pine & Kate Bush
Fusions	Debussy & Familia Valera Miranda
New Directions	John Cage & Kaija Saariaho

A2:

UNIT ONE PERFORMING (30%)

Candidates may offer one or more instruments and perform as a soloist or an ensemble member in a more extended recital

UNIT TWO COMPOSING. (30%)

Candidates complete two compositions; one is either based on a brief set by the exam board, based on the six areas of study OR a free choice.

The second is based on a compositional technique brief set by the exam board in April of each year. These can be ONE of:

- Bach Chorale (2 exercises)
- Two-part counterpoint
- An Arrangement

UNIT THREE LISTENING & APPRAISING. (40%)

Candidates sit a Listening Exam and they are provided with their own CD for the exam.

The exam lasts two hours and there are two sections.

Section A has short questions based on the areas of study which involve analytical skills and musical dictation. Section B has two essay questions



The Areas Of Study:

	Prescribed works from AS..	Additional set work for A2
Vocal music	Bach & Mozart	Vaughan Williams
Instrumental music	Vivaldi & Clara Schumann	Berlioz
Music for Film	Music from Batman & The Duchess	Psycho
Popular music & jazz	Courtney Pine & Kate Bush	The Beatles
Fusions	Debussy & Familia Valera Miranda	Anoushka Shankar
New Directions	John Cage & Kaija Saariaho	Stravinsky

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Students will be expected to take responsibility for their own background study and research. Regular practice on the student's instrument(s)/voice is essential. The student is expected to widen their musical experience through concert visits. Students are expected to participate actively in extra-curricular music activities.

ASSESSMENT:

AS:

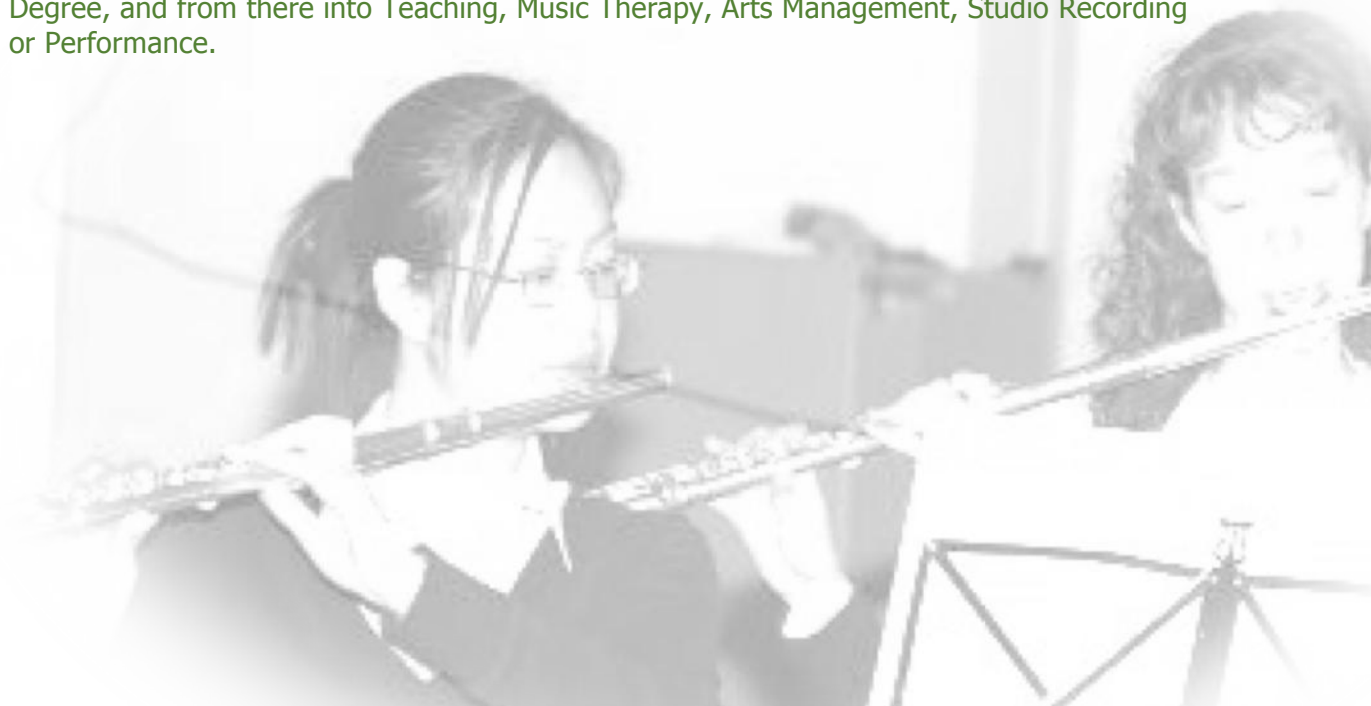
Unit one Recital – externally assessed via audio-visual recording
Unit two Externally assessed
Unit three Terminal written exam: taken in June.

A2:

Unit one Recital – externally assessed via audio-visual recording
Unit two Externally assessed
Unit three Terminal written exam: taken in June.

THE FUTURE:

The course is intended to appeal to students who enjoy making music and who wish to extend their experience and understanding further. It is also for those who wish to continue their music studies into university or college. Qualification could lead on to a Music or Arts Degree, and from there into Teaching, Music Therapy, Arts Management, Studio Recording or Performance.





POLITICS

Details of course:

From September 2017 Politics will become a linear A Level.

AS:

At AS students will learn about the government and politics of the UK. Students will study two modules

AS Module 1: People, Politics and Participation

AS Module 2: Governing Modern Britain

These two modules are examined in one paper comprising short answer questions, source-based questions and essay style questions.

A2:

At A2 students study the government and politics of the USA and are expected to be able to draw synoptic links to the government and politics of the UK. Alongside this they will study a range of political ideologies.

A2 Module 1: Political Ideologies

A2 Module 2: The Government and Politics of the USA and comparative politics

At the end of Yr 13 students will be examined on the above modules as well as the topics they studied at AS. Students will take three exams, each 2 hours in length. The exams will contain short answer questions, source-based questions and essay style questions.

Paper 1: The Government and Politics of the UK

Paper 2: The Government and Politics of the USA and comparative politics

Paper 3: Political Ideologies

Qualities and Commitment Expected From the Student:

Interest in the political world, media and current affairs. Students will be expected to do independent research on key issues in the news, prepare presentations and participate in debates.

The Future:

Politics is an academic subject of value to employers and higher education institutions, complementing History, Sociology and Economics A Levels in particular. The skills learned during the course are excellent preparation for future careers in journalism, law, media and the world of politics itself.



RELIGIOUS STUDIES

The Academic Opportunities

Based on Eduqas Religious Studies, this course offers wide-ranging opportunities suitable for students who are **interested in studying religion**, and is held in **highest regard by the best universities**.

Course Details

The Specification offers an academic approach to the study of religion and is accessible to candidates of any religious persuasion or none with its primary focus on philosophy, ethics and in-depth study of one religion.

The Eduqas Religious Studies Specification encourages candidates to:

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study.

The Assessment

- AS Level – Summer – 3 AS-Level examinations – 1 hour 30 minutes each
- A Level – Summer – 3 A-Level examinations – 2 hours each

The Career Value

The wide nature of the course at all levels utilises and develops knowledge advantageous in a multitude of careers, being particularly useful in any career which requires understanding individuals and their place and purpose in society. As such it is an excellent preparation for a career in law, politics, medicine, psychology, journalism, social work, business, and any career which involves relating with other people.

The course also develops language, discussion, presentation and inter-personal skills, as well as the ability to research, evaluate, and present reasoned balanced arguments – skills essential to other subjects, further study and any career-path.

The Student

There are **no prior knowledge** requirements for this course. This course is suitable for you if you:

- are interested, passionate and fascinated by religion and philosophy.
- are interested in a philosophical approach to life and its purpose, and possess an open, critical and logical mind.
- enjoy listening to and reading about other people's ideas, arguing and debating - and then coming to your own reasoned conclusion.
- enjoy reading, writing, and self-study.
- have well-developed research skills.



The Learning

In the spirit of 'Pre-University', learning will be directed in a variety of ways. There will be an emphasis on individual and 'tutorial' group learning as well as interactive teaching through a 'community of learning' classroom environment where pupils learn from each other.

The course will explore the ideas of more than two thousand years of philosophy and theology from the foundation of civilisation in Ancient Greece to the present day, and develop skills of logical thinking, critical analysis, and reasoned balanced conclusion.

The Content

Component 1: Study of one Religion (1/3 of course)

- Religious figures and sacred texts
- Religious concepts and religious life
- Significant social and historical developments in religious thought
- Religious practices and religious identity.

Component 2: Philosophy (1/3 of course)

- Arguments for the existence of God
- Challenges to religious belief
- Religious Experience
- Religious Language

Component 3: Ethics (1/3 of course)

- Ethical thought
- Deontological Ethics
- Teleological Ethics
- Determinism and Freewill

Further information

Mr Hussain (Head of RE): zhussain@bealhighschool.co.uk

Mr Farrell (KS5 RE Coordinator): afarrell@bealhighschool.co.uk

You have 24-hour access to useful information and answers to the most commonly-asked questions online at: <http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/>



SOCIOLOGY

DETAILS OF COURSE:

Students will study the AQA course. Candidates will be encouraged to develop their own sociological awareness through active engagement with the contemporary social world. Two core themes are integral to both AS and A Level courses:

- socialisation, culture and identity
- social differentiation, power and stratification

The impact of globalisation is also a key area emphasised in this new syllabus.

AS LEVEL:

Paper 1:

- *Education;*
- *Methods in Context (looking at ways to research education topics)*
- *Research Methods*

Paper 2:

- Culture and Identity;
- Families and Households

Each paper will be examined in a 1 ½ hour examination, worth 50% of the total AS marks.

A LEVEL

Paper 1:

- Education
- Methods in Context (looking at ways to research education topics)

Paper 2:

- Family and Households
- Beliefs in Society

Paper 3:

- Crime and Deviance
- Theory and Methods

The papers will be examined in 3, 2 hour exams, each worth 33⅓% of the total A Level marks.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Independent thinking and the capacity to balance opposing views and world outlooks are necessary skills to study Sociology. Students must be prepared to read around the subject outside lesson times and keep up to date with current affairs, where relevant.

THE FUTURE:

Sociology is an academic subject which is accepted by all employers and universities. It is particularly useful for students who want to work with people and provides a good grounding for occupations such as Advertising, Journalism, Personnel Management, Social Work and Law. The usefulness of Social Sciences was highlighted in a 2014 Employment Survey which showed that graduates in these disciplines are more likely to find employment.



COMPUTER SCIENCE

DETAILS OF COURSE AND ASSESSMENT:

You should choose “**Computer Science**” if you wish to go on to higher education courses or employment where knowledge of Computing would be beneficial. “Computer Science” is not to be confused with “Information and Communication Technology (ICT)” or BTEC IT courses. In addition to studying the use of computer software application of IT courses, you must also ‘*lift the lid*’ on a computer, and develop a technical understanding of how computer components work. Practical aspects of the course include **programming** and **problem solving** by working as a ‘Systems Analyst’. Therefore, the course is not just about learning to use IT tools and developing your practical skills, but “**computational thinking**” and the abstract mathematics of how a computer works. Computational thinking is a kind of reasoning used by both humans and machines and is an important life skill.

The course consists of four mandatory units:

AS Level (H046)

Comp. 01 – Computing principles

(1hour and 15 minutes written examination – 50% of total AS marks)

Comp. 02 – Algorithms and problem solving

(1hour and 15 minutes written examination – 50% of total AS marks)

A Level (H446)

Comp. 01 – Computer Systems

(2 ½ hours written examination – 40% of total marks)

Comp. 02 – Algorithms and Programming

(2 ½ hours written examination – 40% of total marks)

Comp. 03 – Programming Project

(Centre assessed Project – 20% of total marks)



QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Even though it is not necessary for students to have studied IT/Computing at GCSE level, they must have a **very** keen and lively interest in computing and computer science. Students will need a logical mind with a persistent and methodical approach to solving problems and writing computer programs. All students will be expect to do additional reading outside of lesson times to help develop a wider understanding of the applications of computers and the effects of their use. Students will also need to be committed to independently developing their programming skills outside of lesson times.

THE FUTURE:

If students wish to study a Computer Science, Electrical Engineering or Business IT Systems degrees, this course will give them a great advantage, especially in their first year of studies, a time when programming is often introduced. A Level Computer Science is a much respected qualification among employers, as many jobs require an understanding of computer systems; which is an ever-expanding area of the employment market. Global companies such as Microsoft and Google are actively sponsoring and recruiting Computer Science graduates as the future development of IT technologies and software requires new, well trained and creative, motivated, problem solvers and programmers.



PSYCHOLOGY

DETAILS OF COURSE:

The specification studied is AQA Psychology

At AS, candidates will develop a broad knowledge and understanding of the core areas of psychology (social, cognitive, developmental, biological and individual differences) as well as research methods through a range of topics, chosen for their accessibility and popularity.

Unit 1 will cover:

- Social influence: Including reasons for conformity, obedience and independent behaviour
- Memory: Including models of memory, explanations for forgetting, eye witness testimony
- Attachment: Including explanations of attachment, the influence of childhood on adult relationships and Bowlby's maternal deprivation hypothesis

Unit 2 will cover:

- Approaches in psychology: Learning approaches, biological approaches, cognitive approaches
- Biopsychology: The nervous system, the fight or flight response, the role of neurotransmitters
- Psychopathology: Characteristics and explanations of OCD, phobias and depression
- Research methods: Experimental methods, the scientific process, data handling and collection, inferential testing

At A2, the specification offers a range of topic-based options which bring together explanations from different psychological approaches and engage students in issues and debates in psychology.

As well as completing units 1 and 2, at A2 level students will be required to study:

Unit 3

- Candidates study three topics from a variety of areas in psychology, for instance Relationships, Schizophrenia and Forensic psychology.
- Issues and debates in psychology: Gender bias, free will vs determinism, ethical implications of research in psychology

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Good essay writing skills

Scientific inquiry skills and an understanding of the design of experiments

Mathematical skills in areas such as arithmetic, algebra, data handling and graphs.

An interest in human behaviour

The ability to think and contribute to lessons

A wish to 'read around' the subject

ASSESSMENT:

At AS, two 1 hour and 30 minute written papers.

At A2, three 2 hour written papers



THE FUTURE:

Psychology A level is recognised by all Universities and many past students have gone on to study the subject at degree level. Psychology is especially useful in any field where an understanding of human behaviour might prove useful and opportunities exist, for example, mental health, sport, business and personnel management. As a science subject, Psychology compliments other science A levels, particularly Biology and would support any Science based degree.



FINE ART

'Ashton' by Hadiah Edwards 2013



At Beal High School, Art students will follow the **AQA** course in **Fine Art**. At AS level, candidates will follow a course of integrated practical, critical and theoretical study using a variety of media and processes, from drawing to 3d outcomes. This will be supported by the use of sketchbooks and first- hand experience of relevant works of art, together with any other form of appropriate evidence. The full A level course is designed to build on strengths gained through the first year of the course structure, allowing for greater depth of study. **It is an essential course to pursue for anyone interested in a design based career** as you will be required to produce a portfolio to take with to you in some instances when applying for Art Foundation or

degree course in Art related areas. It will involve the completion of a summer project for the start of the academic year.

AQA AS SPECIFICATION

COMPONENT TITLE	REQUIREMENTS	DURATION	WEIGHTING
Coursework	UNIT 1	Sept- January	60% AS Level marks
Externally set Assignment	UNIT 2	February – May final 10 hours exam	40% AS Level marks

The focus on AS is on "Process", the journey that you make when trying out your ideas and experimenting with materials and this requires good organisational skills.

The AQA A Level SPECIFICATION allows you to develop

COMPONENT TITLE	REQUIREMENTS	DURATION	WEIGHTING
<i>Personal Investigation with supporting written essay-1000 – 3000 words (unit1)</i>	<i>UNIT 1 written and visual tasks support one another</i>	Sept- January	<i>60 % of A Level marks</i>
<i>Externally set Assignment (unit 2)</i>	<i>UNIT 2</i>	February – May final 15 hours exam	<i>40% of A Level marks</i>

Course Expectations:

The course is demanding and requires candidates to work independently, using an agreed period of unsupervised sessions to develop and build up skills.

You will be expected to take a very independent approach to your studies, logging your learning and committing yourself to additional learning within the Department in self-directed hours. You will be expected to visit relevant galleries and museums to support class based learning experiences with up to 4-6 hours extra.

A full list of required materials and equipment list is available.



DESIGN TECHNOLOGY – PRODUCT DESIGN



DETAILS OF COURSE:

The aims of both the AS and A level courses are:

1. To encourage students to engage the design process and to identify and then meet the needs of the design industry.
2. To encourage students to exercise initiative and imagination in the pursuit of design.
3. To encourage students to develop an awareness of the design world and how, therefore, to influence it.
4. To develop a range of communication skills in their design and making.

AS:

Students may study AS levels for one year and would be required to produce one project (60%) and sit one 1½ hour examination (40%).

Project work (60%) requires the student to complete 3 units of work. The first is to investigate an existing product followed by the design and development task and then finally make a prototype model.

This work will involve generating possible solutions, develop a chosen idea and then to realise the solution which is then tested and evaluated.

A2:

Students who go on to complete the full A level will carry forward the AS mark to contribute to their overall A level mark.

Students studying the A2 course will be required to complete a second project of commercial design and manufacture (60%) and one further theory paper (40%).

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

These courses have something to offer all students. Timetabled sessions will be divided between the pursuit of project work, the development of skills and the learning of associated theoretical knowledge. Candidates must be motivated and organised in order that they, under the guidance of the tutor, complete the project within the specified time.

THE FUTURE:

These examinations are not only a recognised qualification for entry to institutes of higher education, but also permit the successful student to pursue a wide range of design based careers from product design, technical illustration, architecture and advertising to civil engineering graphic design, set design, marketing and promotion. The possibilities are exciting, influential and diverse.

Please see any member of the Design & Technology Department for further information.



MEDIA STUDIES

A genuine interest in Media matters and a commitment to practical production is essential. Analysis and written skills are an integral requirement/part of the course. Students will be required to dedicate time outside of school on their practical coursework and will also be required to work independently at times.

DETAILS OF COURSE:

60% external assessment (exam)

40% internal assessment (coursework)

AS: Students consider media texts to discover what rules and conventions govern them. Broadcast media as well as print-based material will be examined in order to better understand the audiences at which they are targeted and the hidden messages they often convey. Practical exercises will be accompanied by discussion and written tasks. The course will involve a mixture of practical coursework and an examination.

A2: Students engage with topics which build upon their AS studies to broaden their knowledge of the mass media. Again, the course will involve a mixture of practical work and an examination.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Students are expected to work to the best of their ability both in school and at home. Opportunities for extra-curricular involvement in media-related activities are available, in which students will be expected to participate.

Students will be expected to provide a 8GB USB on which to save their practical work on. They will also need a 32GB Class 10 memory card.

THE FUTURE:

In addition to providing an interesting and valid access to degree courses at university, a qualification in Media Studies also offers opportunities to students who plan a future in Broadcasting, Publishing and the Communications Industry. All courses have proved to be popular choices in the past and are usually over-subscribed.



PHOTOGRAPHY

DETAILS OF COURSE

The AQA specification in Art and Design has a photography option. There are two units to complete; a Portfolio Unit worth 60% and an Externally Set Unit worth 40%.

The course is very practical, based in creative photography, combined with knowledge of the history of the medium. Photography students should be able to produce practical and critical/contextual work in one or more areas including portraiture, landscape photography, still-life photography, documentary photography, photo-journalism, experimental imagery, photographic installation, video, television and film.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

- We would expect a student to have a genuine interest in photography, not only as a means of reflecting their own life experiences but also as a creative medium, a design tool and a potential career path.
- A successful student of photography will display a high level of commitment and dedication. They will have a genuine desire to learn and to develop skills and a preparedness to manage technical and practical situations will be an asset.
- It will be necessary for students to learn about the theory and practice of photography from its early beginnings through to more modern applications. There will be opportunities to explore more traditional methods of image-making through chemical processes in the darkroom.

ASSESSMENT:

Students opting to study the AS course will spend only year 12 studying photography.

Year 12 AS

Unit 1: Portfolio Unit worth 60%.

The portfolio unit will include one unit: A thematic unit developing an independent project. This will include a 10 hour supervised exam.

Unit 2: Externally set assignment worth 40%.

In Year 12 this will include a 10 hour supervised exam.

Students opting to study the A2 course will spend year 12 and 13 studying photography.

Year 12

Unit 1: Portfolio Unit worth 60%.

The portfolio unit will include one unit: A thematic unit developing an independent project. This will include a 10 hour supervised exam.

Unit 2: Exploring my DSLR Camera: Photography Skills and Photoshop.

Students will explore their DSLR camera and Photographic skills via mini projects that stretch and challenge their creativity.



Year 13 A2

Unit 1: Independent Personal investigation worth 60%.

The Independent Personal Investigation unit combines a portfolio of practical outcomes along with a 1000-3000 word response allowing students to delve deeper into contextualising emerging concepts in greater depth.

Unit 2: Externally set assignment worth 40%.

In Year 13 this will include a 15 hour supervised exam.

THE FUTURE:

Students will work mainly in the digital arena using computers to edit and manipulate images for artistic and functional effect. They will also learn the basics of darkroom development. Consequently, these skills would support a career in many fields from Advertising to Forensic Science, Art foundation to Journalism.



VOCATIONAL LEVEL 3 BTEC COURSES

KS5 Subject	Descriptor	Sector	En GCSE min grade	Ma GCSE min grade	Subject Specific min grade
BTEC Performing Arts	Vocational	Creative	4	4	Pass in BTEC PA
BTEC Art	Vocational	Creative	4	4	Pass in BTEC Art or C Art or Photography
BTEC Enterprise	Vocational	Humanity	4	4	Pass in BTEC BS
BTEC IT	Vocational	Tech	4	4	Pass in BTEC IT
BTEC Media Studies	Vocational	Creative	4	4	
BTEC Sport	Vocational	Creative	4	4	
BTEC Applied Science	Vocational	Science	4	4	Pass in BTEC Science or CC in GCSE Science



Overview of Level 3 BTEC National Qualifications

Why choose BTEC Nationals at Sixth Form?

BTEC National qualifications offer an alternative pathway of study that focuses on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. Well over 100,000 BTEC learners apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels. Higher education needs learners who have experience of research, extended writing and meeting deadlines. Studying a BTEC qualification offers these vital skills needed to succeed at university and in employment.

How do BTEC Nationals compare to A-levels?

BTEC Qualifications at Beal can be equivalent to an A-level or 2 A-levels, in terms of UCAS Tariff Points used to gain entry into university. The one A-level equivalent will require 9 hours of study per fortnight, while the 2 A-level equivalent will require 18 hours per fortnight.

There is both internal and external assessment in BTEC. Internal assessment consists of a portfolio of coursework, while external assessment can be controlled assessment, written exam or a combination of both. A-levels, on the other hand, are usually 100% externally assessed written exams only. Unlike A-levels, pupils studying BTEC can be awarded grades through multiple avenues such as practical projects, presentations, reports and essays. BTEC will prepare you well for both university and the world of work.

What's more is that pupils have one resit opportunity for a BTEC exam, whereas none is offered for an A-level exam. Coursework can also be improved to secure a better grade. Coursework components in BTEC also mean that there is reduced exam pressure, as well as more time available for exam revision in other subjects during study leave. These factors altogether are sure to significantly increase the likelihood of success at Sixth Form. BTEC qualifications are graded as either Distinction*, Distinction, Merit or Pass. This is equivalent to an A*, A, B or C, respectively, to an A-level grade.

How have pupils at Beal with BTEC Qualifications progressed further?

Students at Beal who have studied BTEC Qualifications, on their own or in combination with other A-levels, have proceeded to study a wide range of subjects at university, including: Psychology, Business, Criminology, Sports Science with Physiotherapy, Nursing, Radiography, Biomedical Science, Media Studies, Law, Foundation Optometry, Foundation Pharmacy, Teaching, Computing, Graphics and Design, Engineering.

What do pupils have to say about studying BTEC?

"I studied a combination of BTEC and A-level. This gave me a more balanced way of working. It's not just all exams, so I can spread out the workload easily and I have better control of my final grades." –A. Khilochia, studying Psychology at University



"I don't generally do that well in exams but I'm very good at coursework so BTEC has definitely been the right choice for me. I also applied to some of the same university courses that A-level students applied to!" – S. Ali, studying Forensic Science at University

What Level 3 BTEC Qualifications are on offer for 2017-2018 in Year 12?

One A-Level Equivalent

Level 3 Extended Certificate in Creative Media Production
Level 3 Extended Certificate in Information Technology
Level 3 National Extended Certificate in Performing Arts
Level 3 National Extended Certificate in Art and Design
Level 3 National Extended Certificate in Enterprise and Entrepreneurship
Level 3 National Diploma in Sports Performance and Excellence

Two A-Level Equivalent

Level 3 National Diploma in Applied Science
Level 3 National Diploma in Film and Television Production
Level 3 National Diploma in Enterprise and Entrepreneurship

For specific information regarding the courses above please see the following individual subject pages.



BTEC NATIONAL LEVEL 3 EXTENDED CERTIFICATE IN PERFORMING ARTS

The Performing Arts Industry is the second largest industry in the UK providing 8 million pounds per hour for the UK economy. Employment has risen by 6 per cent in the last year. The BTEC Level 3 Extended Certificate in Performing Arts is a vocational qualification designed to give you an insight into the industry of the working performer.

Our Performing Arts team offer a high level of training, experience insight and knowledge across our course provision. The BTEC Extended Certificate in Performing Arts will allow you to explore many genres of performance, practitioners and performance methods giving you an insight into the different career paths that are available to you and can help you start a successful career or move onto further study.

Our goal is to liberate you as a performer, to teach you the skills and techniques you will need in this industry, but to allow you to play with theatre and push the boundaries of performance.

The department has new drama space, music rehearsal rooms and purpose built Dance studio. During the courses you will perform in at least two major productions in our own school and in local theatres. You will work with local industry related companies, meet Acting Agents and Dance specialists, take part in professional workshops and theatre visits and produce work to live client briefs.

Aimed at developing both practical skills and theoretical knowledge to underpin these skills, you will take part in workshops, rehearsals, conduct research portfolios, and diarise your development as an on-going process. You will undertake one project per half term, alongside skills classes that will run throughout the year. Your input, ideas and imagination is highly valued on our courses, energy and commitment is essential.

Within the qualification you will complete mandatory units that cover a broad range of skills, these units are:

Investigating Practitioner's work – You will study practitioners from the genre of Drama, Music and Dance and will be assessed externally via a task set by the exam board.

Developing Skills and Techniques for Live Performance- You will again study all three genres of performance and will work towards an internally assessed live performance.

Group Performance Workshop – You will work with a group to perform to a specific stimulus set by the exam board. You will be given a set amount of time to create and rehearse your piece, where you can work to your strengths as a performer.

We look forward to seeing you in September!



ART AND DESIGN: BTEC LEVEL 3 EXTENDED CERTIFICATE IN ART & DESIGN

This is a single option which is equivalent to one GCE A Level at the end of the two year course.

AIMS:

To broaden and extend students' experience of art and design through a range of engaging projects.

The qualification gives a coherent introduction to the study of art and design at this level. Learners develop art and design projects and gain an understanding of the creative process. They study visual recording and communication, critical analysis and production skills to produce art and design outcomes. It is designed for post-16 learners who aim to progress to higher education and ultimately to employment, possibly in the creative industries, as part of a programme of study alongside other BTEC Nationals or A Levels.

SKILLS:

To use critical thinking and apply expertise to creative solutions.

To learn how designers and artists use the work from other designers from the past and across the world to help inspire and inform their own work.

To gather information to support the development of ideas and final pieces.

To produce well-composed final pieces.

To learn to organise and control the use of time and workspace in a safe and efficient way.

To learn to work well with others and to extend learning skills.

SPECIAL REQUIREMENTS:

Good attendance and an acceptance that all aspects of each unit will need to be completed, as it is not possible to pass the course if work is incomplete.

A willingness and an interest to learn through practical work using a variety of 2D and 3D processes where applicable.

The ability to evaluate and document work.

Students will be required to visit an art gallery or museum during this course.

It is essential to study an Art and Design based qualification if a student intends to follow this as a career course.

ASSESSMENT:

The Level 3 Extended Certificate in Art & Design is a four unit qualification consisting of three mandatory units and one optional unit. All four units of work will be internally assessed whilst two units will be being externally assessed. The units will be studied over the two years and each unit will be assessed by a coursework assignment. All coursework is collected in a portfolio of evidence.



**BEAL HIGH SCHOOL
BUSINESS AND ECONOMICS DEPARTMENT**



Pearson BTEC Nationals in
Enterprise and
Entrepreneurship from 2016



Do you want to be a successful entrepreneur and have the skills to create and run your own business?

Title	Size and structure	Summary purpose
Pearson BTEC Level 3 National Extended Certificate in Enterprise and Entrepreneurship	360 GLH Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%).	The Extended Certificate is for learner who are interested in learning about t Enterprise and Entrepreneurship alongside other fields of study with a view to progressing to a wide range o HE courses, not necessarily in Enterprise-related subjects. It is designed to be taken as part of a programme of study that includes oth appropriate BTEC Nationals or A Leve

AIMS:

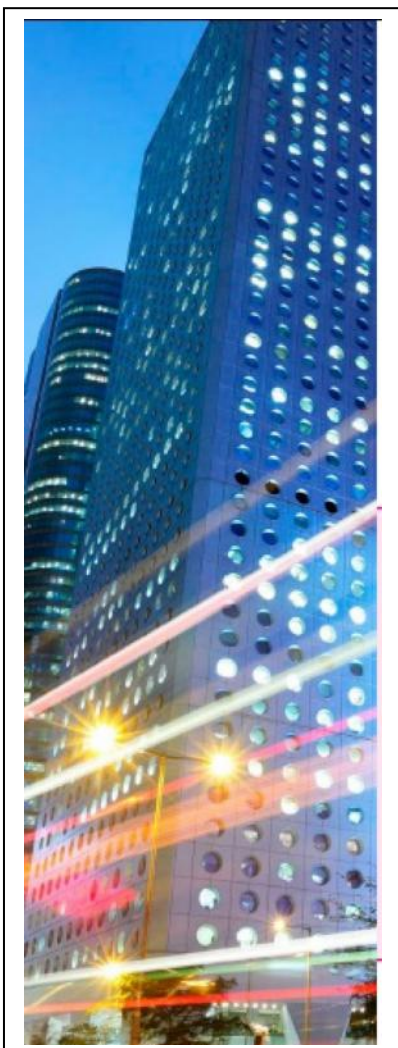
- To develop the skills to be a successful entrepreneur.
- To provide learners transferable knowledge and skills.
- To promote the ability to apply learning in business contexts.
- To learn through a range of learning experiences.
- To provide employability skills and progression for higher education, apprenticeships or employment.

DURATION OF COURSE

- Pearson Btec Level 3 National Extended Certificate in Enterprise and Entrepreneurship (360 GLH) – 2 units in Year 12 and 2 units in Year 11
- This course is not for one year and at the end of Year12, Students cannot claim one AS as this is a two years course.

ASSESSMENT

- A range of assessment types and styles used such as internal, external and synoptic which suit the vocational qualifications in the sector.
- Graded using a scale of P to D*





ENTERPRISE AND ENTREPRENEURSHIP



Unit (Number & Title)
1. Enterprise and Entrepreneurship
2. Developing a Marketing Campaign
3. Business and Personal Finance
4. Launch and Run an Enterprise
5. Survival and Growth
6. Business Decision Making
7. Social Enterprise
8. Entrepreneurship and Intrapreneurship in practice
9. Innovation and Enterprises

Extended Certificate (360 GLH)
4 UNITS
3 MANDATORY
1 Optional
M
M
M
O

Types of assessment

Assignment - Set and marked internally

Task - Set and marked by Pearson

Written Exam - Set and marked by Pearson

Types of unit

M	Mandatory Unit
O	Optional Unit

BTEC Nationals in Enterprise and Entrepreneurship

Assignment	Task	Written exam
Set and marked by: Centre Verified by: Pearson	Set and marked by: Pearson	Set and marked by: Pearson
Selected mandatory and all optional units. Programme team creates assignment brief and students carry out set tasks, creating evidence to support a work-related scenario.	Unit 2: Developing a Marketing Campaign Pre-released material includes information about a business for research. Learners will need to apply their knowledge, ideas and skills to plan a marketing campaign, linking its success to the impact on the business.	Unit 3: Personal and Business Finance The written test will cover the purpose and importance of personal and business finance, including the skills and knowledge needed to understand, analyse and prepare financial information





IT - LEVEL 3 BTEC EXTENDED CERTIFICATE – 360 GLH(GUIDED LEARNING HOURS) AWARD

DETAILS OF COURSE AND ASSESSMENT:

"Information Technology (IT)" is not to be confused with "Computing" or "Computer Science" courses. This course is based on the study and use of computers to develop problem-solving skills through the practical application of IT. This qualification is designed for learners who are interested in an introduction into the study of creating IT systems to manage and share information alongside other fields of study. It is an ideal way to progress to a wide range of higher education courses; not necessarily in IT, as you will study the role of computer systems and the implications of their use in personal and professional situations. You will also design, create, test and evaluate a relational database system to manage information. There are also Units that focus on the creative use of IT, which includes Using Social Media in Business, Data Modelling and Website Development.

The course is assessed through 360 Guided Learning Hours (GLH) of study, which is delivered over **four** units of work. This course comprises of 42% Coursework and an Externally set Assessment (25%) and a Written Examination (33%). On completion, you will be awarded a **BTEC Level 3 Extended Certificate**, which is equivalent to **one** 'A-Level' grade. A successful coursework portfolio is based on the completion of 4 "Passed" units of work, split over the two years of Year 12 and Year 13. Therefore, you must view this course as two years of study.

The units to be studied on the "IT" course are as follows:

Mandatory Units

- | | |
|-----------------------------------------------------|--------------------------------------------------------------------|
| 1 – Information technology Systems(120 GLH) | Externally Set Written Exam – 2 Hours |
| 2 – Creating Systems to manage Information (90 GLH) | Externally Set and Assessed Under Supervised Conditions (10 Hours) |
| 3 – Using Social Media in Business (90 GLH) | Internally set and Assessed |

Optional Units (1 Option out of:)

- | | |
|----------------------------------|-----------------------------|
| 5 – Data Modelling (60 GLH) | Internally set and Assessed |
| 6 – Website Development (60 GLH) | Internally set and Assessed |



QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Even though it is not necessary for students to have studied Computing/IT at GCSE level, they must have a very keen and lively interest in IT. Students will need a logical mind with a persistent and methodical approach to solving problems. All students will be expected to do additional reading and study outside of lesson times to help develop a wider understanding of the applications of computers and the effects of their use.

This course is best suited to students that prefer a combination of examinations and vocational, assignment-based, learning and can work maturely and independently on portfolios of work based on different tasks. A key requirement from all students is their commitment to work hard and meet all assignment deadlines.



THE FUTURE:

All BTEC qualifications are nationally recognised by universities, business and industries. They have been designed to provide a broad education as a foundation for training, leading to employment and for study to higher and degree level education courses.



CREATIVE MEDIA PRODUCTION BTEC LEVEL 3

COURSES AVAILABLE:

BTEC Level 3 Extended Certificate – Equivalent to one A Level
The Extended Certificate is completed over two years.

DETAILS OF THE COURSE:

The Edexcel BTEC Level 3 Nationals in Creative Media Production have been developed to focus on:

- The qualification provides a coherent introduction to the study of creative digital media production at this level.
- Learners develop an understanding of the media industry through analysing media representations and pitching and producing media projects.
- It is designed for post-16 learners who aim to progress to higher education and ultimately to employment, possibly in the media industries, as part of a programme of study alongside other BTEC Nationals or A levels.
- 25% Exam
- 75% controlled assessment (coursework)

UNITS:

1. Media Representations (Exam Unit)

In this unit, students will study a range of media from different sectors, such as music videos, short film extracts, animation, news programmes, websites, digital games and print adverts in order to explore how meaning, messages and values are constructed through formal and stylistic elements.

4. Planning and Pitching

This unit will enable students to develop understanding of the essential pre-production work that takes place as part of a creative media production. Students will gain an understanding of the requirements of the planning stage, from finance and logistics to regulations. They will create a portfolio and manage the pre-production for your own creative media production.

8. Responding to a Brief (Controlled Assessment Unit)

Students will understand how to respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client. They will work within the requirements and constraints of the client's specifications and consider responses in terms of ethos, format, budget, platform and duration.

10. Video Production

In this unit, students will investigate how conventions of narrative storytelling are used by filmmakers, looking at formats and generic conventions. Students will then prepare for a film production by creating and gathering the materials and preparing the cast and crew. They will need to bring together a range of elements to successfully produce a product: camera, lighting, acting, direction and sound during the production phase, and successfully use post-production techniques to deliver a final outcome.



BTEC LEVEL 3 DIPLOMA IN APPLIED SCIENCE

Duration of Course:

2 years

Details of course:

This course consists of 8 units equivalent to 2 A-levels delivered over 720 Guided Learning Hours (GLH). There is a combination of internally and externally assessed units which include:

Core:

- 1 Principles and Applications of Science (**Externally Assessed Exam**)
- 2 Practical Scientific Procedures and Techniques (**Internally Assessed Coursework**)
- 3 Science Investigation Skills (**External Assessed Practical Coursework**)
- 4 Laboratory Techniques and their Application (**Internally Assessed Coursework**)
- 5 Principles and Applications of Science II (**Externally Assessed Exam**)
- 6 Investigative Project (**Internally Assessed Coursework**)

Options:

- 15 Electrical Circuits and their Application (**Internally Assessed Coursework**)
- 11: Genetics and Genetic Engineering (**Internally Assessed Coursework**)

Qualities and Commitment Expected from the Student:

Students should have a keen and lively interest in Science, the Science Industry and its impact on society. Students will need to have a logical mind, be able to carry out practical work and solve problems by carrying out investigations.

This course is best suited to students that prefer a more vocational, assignment-based approach to learning Science. Students will need to be able to work independently to produce portfolios of work based on a variety of different tasks which will be internally assessed. Students would also need to be able to work in groups and have a solid foundation in theoretical principles and practical skills for the externally assessed units. A commitment to hard work and independent study is essential to meet numerous deadlines throughout the 2 years.

The Future:

A BTEC Diploma in Applied Science will enable you to progress towards many degree courses including radiography, nursing, sports studies, applied science, medical sciences, pharmacology, dental technology, and foundation courses in pharmacy/optometry if coupled with Maths. Alternatively, this qualification can also lead to direct employment in a Science-related area such as laboratory work. The Diploma will earn you UCAS points in the same way that A Levels do. (Please note that this course is NOT appropriate if you wish to become a doctor, veterinary surgeon, or dentist.)



BTEC LEVEL 3 EXTENDED CERTIFICATE IN SPORTS PERFORMANCE AND EXCELLENCE

DETAILS OF COURSE:

Year on year the sport sector has outperformed the rest of the UK economy since the late 1990's and will continue to long beyond the Olympics in 2012. The annual contribution to the UK economy is £8 billion with over 36,000 employers currently employing in excess of 600,000 full and part time employees.

The BTEC Level 3 qualification is designed to offer a broad and balanced curriculum which covers the theoretical and practical components of sport and exercise. This course is ideal for any student wishing to embark on a sport or exercise related career. The course is the equivalent of two A levels and is widely recognised in industry and by Further Education institutions.

Students undertaking this course are required to complete modules worth 360 Guided Learning Hours over the two years. The modules include Anatomy, Physiology, Psychology, Sports Coaching, Nutrition, and Instructing Exercise and Fitness. Throughout the course students will be challenged to develop their knowledge and understanding of how to improve performance in a range of sports and activities.

There is an external assessment element to this course, in the form of an online exam based around knowledge of Anatomy and Physiology. This exam is set and marked by the exam board.

The rest of the units are coursework based, but do also involve some aspects of internal and external assessment.

This qualification is the equivalent of 1 A' Level.





TRANSITION PROGRAMME

AIMS:

The aim of the course will be to offer a personalised learning programme for students which will provide a supported transition between school and college. Students will have the opportunity to continue work experience and to gain additional qualifications in a range of subjects at Entry level and Level 1/2 if applicable.

ENTRY REQUIREMENTS:

Students will be working at Entry level 1, 2 or 3 in the majority of curriculum areas. Some will be at Level 1 and 2.

LENGTH OF THE COURSE:

Students will initially enrol on this course for Year 12 but this will be extended into Year 13 if it is felt that the student would benefit from continued access to these opportunities.

LINK COURSES WITH NEIGHBOURING COLLEGES:

There will be links with local colleges. Students will have the opportunity to participate in a college course one day per week. The aim of these links will be to familiarise students with college facilities, staff and working practices and as such ease the transition to college in the future.

WORK EXPERIENCE:

Work Experience opportunities will offer students a range of experiences to develop their familiarity with work and money skills and develop health and safety awareness in the work place and employer /employee relations.

CURRICULUM:

The aim is to ensure that each student leaves with National Qualifications at Entry Level 1-3 (in some cases Level 1/2) in Mathematics, English, ICT and Life Skills.

The courses:

- Adult Literacy and Numeracy
- Functional Skills ICT
- Preparation for Working Life
- ASDAN 'Personal and Social Development Award' (Lower ability students)

The curriculum is supported with a full and varied programme of social opportunities: work experience, independent travel and training, functional skills using money and time in everyday use, communication and social skills whilst supporting and building self-esteem. Students also have an opportunity to develop to access local community facilities for swimming, fitness, badminton, golf and cycling.

THE FUTURE:

At the end of the Transition Course, students will hopefully be ready to make the transition to a suitable college on a full time course and be better equipped to access potential future employment opportunities. They have the opportunity to gain additional Entry Level qualifications and possibly Level 1/2 in some cases.