



**BEAL SIXTH FORM**

ONE SIXTH FORM – TWO SITES – THREE PATHWAYS

# BEAL SIXTH FORM

SIXTH FORM PROSPECTUS

COURSES OFFERED A' LEVEL/BTEC  
ENTRY REQUIREMENTS AND EXPECTATIONS

## 2020-2021



## ENGLISH LITERATURE

### DETAILS OF COURSE:

The specification studied is EDEXCEL English Literature.

**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 15mins 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 15mins 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

### 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.

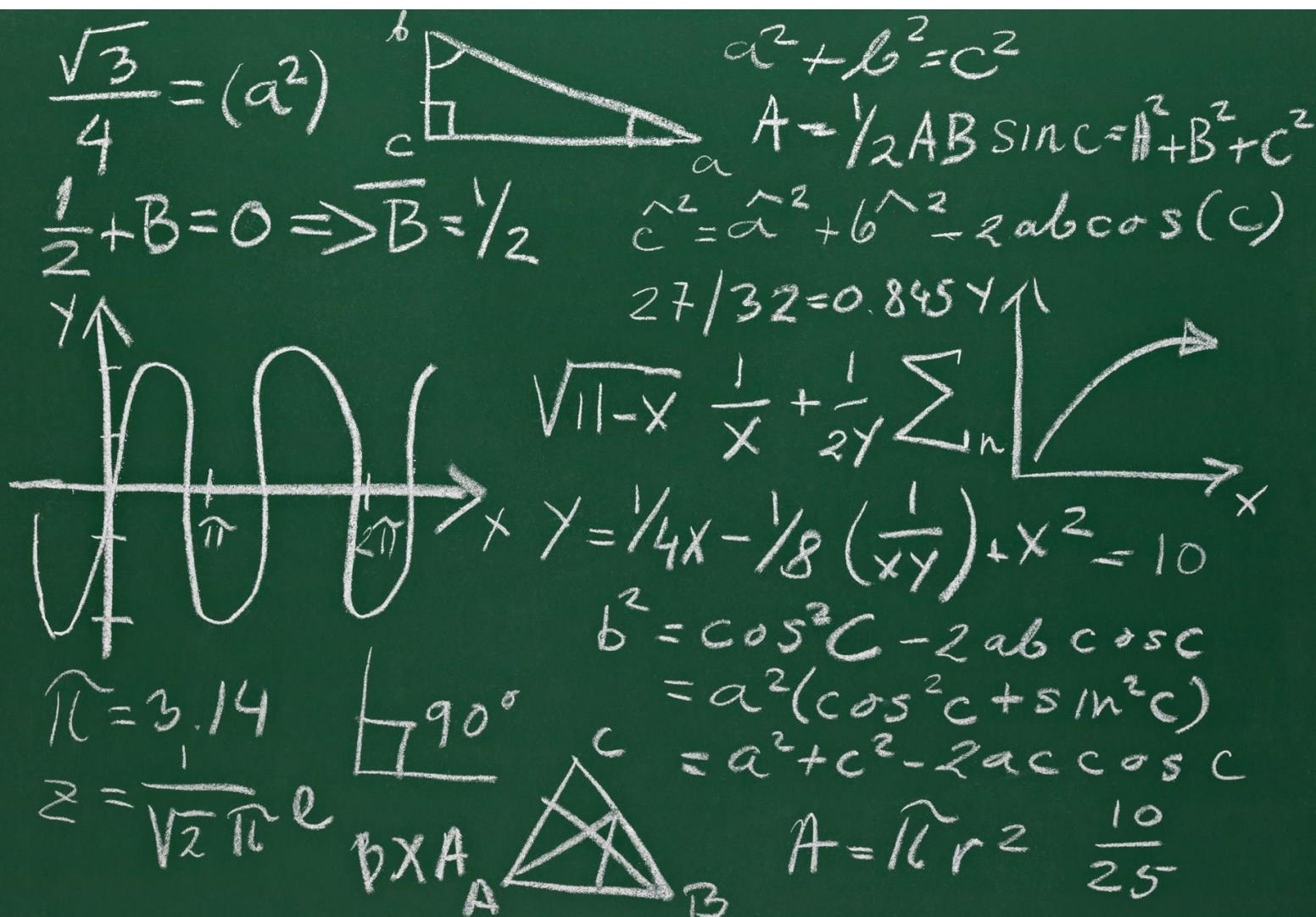
Final exams are all taken at the end of year 13.

### 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 8 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.

#### 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:

#### 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.

### 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:

### A Level:

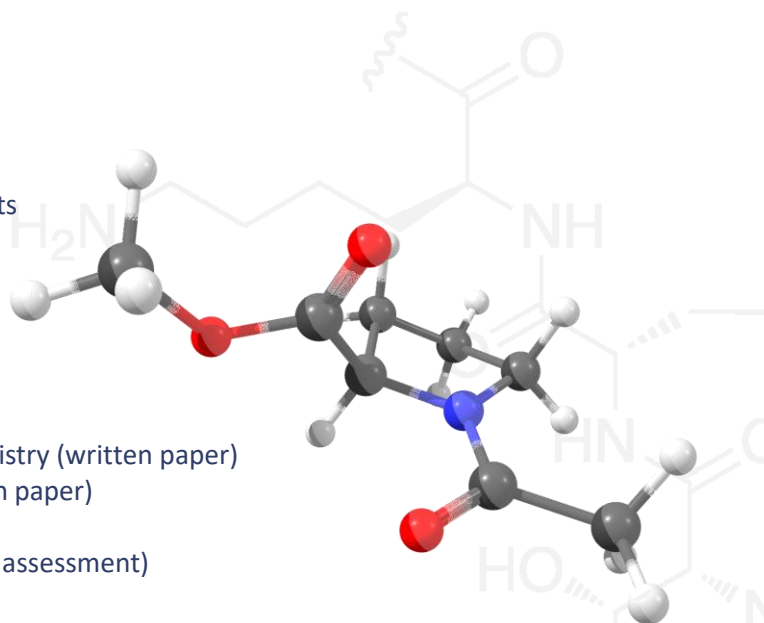
Paper 1: Periodic Table, Elements and Physical Chemistry (written paper)  
Paper 2: Synthesis and Analytical Techniques (written paper)  
Paper 3: Unified Chemistry (written paper)  
Practical Endorsement for Chemistry (non-examined assessment)  
Both papers assess content from all six modules

### 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:

**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:**

Students follow the two year linear A Level in Geography.

Across Years 12 and 13 students follow courses in:-

#### **Paper 1 (Physical Geography)**

- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security

#### **Paper 2 (Human Geography)**

- Superpowers
- Global Development and Connections

#### **Paper 3 (Synoptic Paper)**

The specification contains three synoptic themes which appear across the Paper 1 and Paper 2 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.*

*Fieldwork includes a two-night residential visit to FSC in Flatford Mill, where a physical fieldwork study is carried out at Walton-on-the-Naze and a human fieldwork study is carried out in Ipswich. The approximate cost will be £160.*

### **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:

<b>A2:</b>	Three end of year exams and submitted coursework:		
Unit 1	Dynamic Landscapes (2 hours 15 mins)	30% A2	
Unit 2	Dynamic Places (2 hours 15 mins)	30% A2	
Unit 3	Synoptic Paper (2 hours 15 mins)	20% A2	
Unit 4	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 November of Year 12 at a residential centre in Flatford Mill and will cost approximately £220.** 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 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.

### 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.

## GERMAN

### 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 German 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 German grammar will be deepened and vocabulary will be extended to cover the themes of the course.

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 Germany.

### QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Students should have a genuine interest in the language and preferably have a desire to visit Germany, 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 and grammar structures is essential.

### 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 German 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)
- 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)

## BUSINESS STUDIES

### 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 course.

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

## 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).

#### A Level

- **Component 1 – Devising (40%)**  
A01, A02, A04 assessed  
Devise an original piece of Drama – internally assessed.  
Portfolio on process and Development – Externally assessed.
- **Component 2 – 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 it 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.

### A Level

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

### 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.

## MUSIC

### DETAILS OF COURSE:

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

#### 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:

### 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:

#### A Level:

At A Level 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.

Module 1: Political Ideologies

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

At the end of Year 13 students will be examined on the above modules as well as the topics they studied in Year 12. 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

- 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 (Islam) (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@bealhigshschool.co.uk](mailto:zhussain@bealhigshschool.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.

### 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 three mandatory units:

#### **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 expected 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 the linear A' Level offered by AQA Psychology.

**In Year 12**, 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

**In Year 13**, 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 A' 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



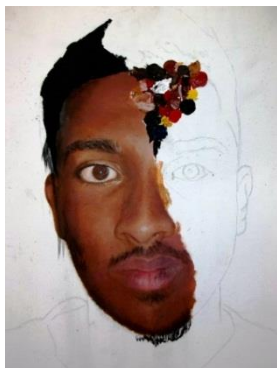
- Good essay writing skills
- Scientific inquiry skills and an understanding of the design of experiments
- Mathematical skills in areas such as arithmetic, algebra, data handling and graphs.
- An interest in human behaviour
- The ability to think and contribute to lessons
- A wish to 'read around' the subject

At A2, three 2 hour written papers

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



At Beal High School, Art students will follow the **AQA** course in **Fine Art**.

At A' level and in two years of study, 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.

In Year 12, the focus is on "Process" and the journey that you make when trying out your ideas and experimenting with materials and this requires good organisational skills. In Year 13, students will carry out a series of personal investigations that build on strengths gained through the first year of the

course structure, allowing for greater depth of study. During this year, students will also complete an exam unit.

**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 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.

### *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 2018- January 2020	<i>60 % of A Level marks</i>
<i>Externally set Assignment (unit 2)</i>	<i>UNIT 2</i>	February 2020 – 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.

To be accepted onto the course, it is recommended that the candidate has studied Art at GCSE level and attained a grade B or above.

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

### A' LEVEL THREE-DIMENSIONAL DESIGN (AQA)

#### DETAILS OF COURSE:

Students will be introduced to a variety of experiences that explore a range of three-dimensional media, processes and techniques. They will work in both traditional and new media.

Students will explore the use of drawing for different purposes, using a variety of methods and media in different scales. Students will use sketchbooks/workbooks/journals to underpin their work, where appropriate.

Students will be encouraged to explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making process. Students' responses to these examples will be developed and demonstrated through practical and critical activities that show their understanding of different styles, genres and traditions.

Students will follow four assessment objectives that will be demonstrated in the context of the content and skills presented. They need to show awareness of the importance of process as well as product.

#### Areas of study

Students will be required to work in **one or more** area(s) of Three-dimensional design, such as those listed below. They may explore overlapping areas and combinations of areas:

- ceramics
- sculpture
- exhibition design
- design for theatre, television and film
- interior design
- product design
- environmental and architectural design
- jewellery/body ornament
- 3D digital design.

#### Skills and techniques

Students will be expected to demonstrate skills in the context of their chosen area(s) of Three-dimensional design. This will include the following:

- appreciation of solid, void, form, shape, texture, colour, decoration, surface treatment, scale, proportion, structure, rhythm and movement
- awareness of intended audience or purpose for their chosen area(s) of Three-dimensional design
- awareness of the relationship between Three-dimensional design and urban, rural or other settings
- appreciation of the relationship of form and function and, where applicable, the ability to respond to a concept, work to a brief, theme or topic, or answer a need in the chosen area(s) of Three-dimensional design



- the safe use of a variety of appropriate tools and equipment
- understanding of working methods, such as model-making, constructing and assembling.

### **Knowledge and understanding**

Students must show knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the context of their chosen area(s) of Three-dimensional design
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to Three-dimensional design
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of Three-dimensional design.

### **Key components**

- Component 1 is a personal piece(s) of coursework in response to 4 assessment objectives, these are;  
Develop  
Explore  
Record  
Present

This coursework component is the bulk of the 2 year study and is 60% of the overall mark

Component 2 is an externally set exam. Students receive a theme prior to their sat exam at the end of year 13. They have approximately 6 weeks of preparation time before they sit the exam, which is 3 days in duration (15 hours)

This course is an excellent choice for any students wishing to study design, architecture or fine art at university. It will give them a firm foundation of the skills needed as well as providing them with an opportunity to create a portfolio to show at university interview.

## 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. Learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied in depth through applying all areas of the framework: newspapers, magazines, television, online, social and participatory media. Advertising and marketing, film, music video, radio and video games are studied in relation to selected areas of the framework.

### DETAILS OF COURSE:

70% external assessment (exam)  
30% internal assessment (coursework)

### A' Level

#### **Component 1(35% of overall grade)**

##### **Media Products, Industries and Audiences**

In this component, learners will develop knowledge and understanding of key aspects of the theoretical framework - media language and representation – as an essential basis for analysing media products from a variety of forms. In addition, learners will study products from specific media industries and for specific audiences to develop their knowledge and understanding of those areas of the theoretical framework. Learners will also explore how media products relate to their social, cultural, historical, political and economic contexts. In this component, learners will develop their ability to use relevant subject-specific terminology and theories.

#### **Component 2 (35% of overall grade)**

In this component learners are required to study three media forms in depth, exploring all areas of the theoretical framework - media language, representation, media industries, and audiences - in relation to audio-visual, print and online products set by WJEC. The forms to be studied in depth are:

*Television in the Global Age*

*Magazines – Mainstream and Alternative Media*

*Media in the Online Age*

#### **Component 3 (40% of overall grade)**

This component synthesises knowledge and understanding of the media theoretical framework gained throughout their course by requiring learners to apply their knowledge and understanding of the media to practical production.

In this component, learners are required to apply their knowledge and understanding of media language, representation, media industries and audiences in an individual media production for an intended audience based on one media form in response to a choice of briefs set by WJEC.

**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 16GB 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.

#### 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

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.



## 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

## CONSTRUCTION AND THE BUILT ENVIRONMENT

**BTEC Level 3 National Diploma QCF**

Exam Board: Edexcel

Head of Department: Mr C Gregory

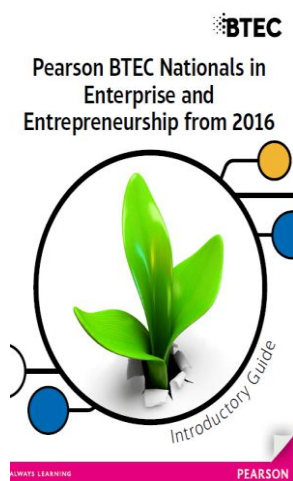
<b>Course Outline / Overview *Subject to change</b>		
A specialist course designed to provide students with the knowledge, understanding and skills that they need for construction employment or to progress to higher education. In order to achieve the BTEC Level 3 Diploma, each student is required to complete the SIX mandatory units and complete a further SIX optional units over the TWO years. (Y12/Y13). Below is the Y12 course outline.		
Unit	Unit No.	Unit Name
Autumn	Unit 1	<b>Health, Safety &amp; Welfare in Construction.</b> Explains the importance of health & safety and welfare in the construction industry, including the main causes of accidents. The human and financial costs of accidents.
	Unit 3	<b>Mathematics in Construction.</b> The aim of this unit is to enable learners to use mathematical techniques to solve practical construction problems.
Spring	Unit 2	<b>Sustainable Construction.</b> Explores how sustainability is integrated into construction projects and investigates how sustainability issues can be addressed more effectively in the future.
	Unit 10	<b>Surveying in Construction and Civil Engineering</b> This unit is practical, and learners will spend a significant amount of time carrying out fieldwork and producing drawings. There are also opportunities to use electronic instruments and CAD. Learners will need a reasonable standard of arithmetic and trigonometry in order to complete this unit successfully.
Summer	Unit 7	<b>Project Management in Construction and the Built Environment</b> Learners will develop an understanding of the management function of planning and the techniques that are available both off and on site to effectively plan the deployment of the resources needed to complete a project successfully.
	Unit 17	<b>Building Regulations and Control in Construction</b> The unit aims to develop learner knowledge and understanding of the Building Regulations and how they influence building design, construction and use. It will enable learners to gain an understanding of the specific requirements of the regulations and how they are enforced

### Additional Information

This **BTEC Diploma** qualification is equivalent to two A' Levels.

## BUSINESS AND ECONOMICS DEPARTMENT

### BTEC Enterprise & Entrepreneurship



**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
<b>Pearson BTEC Level 3 National Extended Certificate in Enterprise and Entrepreneurship</b>	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 those who are interested in learning Enterprise and Entrepreneurship alongside other fields of study in order to progress to a wide range of HE courses, not necessarily in Enterprise-related subjects. It is designed to be taken as part of a programme of study that includes appropriate BTEC Nationals or

#### 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 13
- This course is not for one year and at the end of Year 12, 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\*



**BEAL SIXTH FORM**

ONE SIXTH FORM - TWO SITES - THREE PATHWAYS

## ENTERPRISE AND ENTREPRENEURSHIP

Unit (Number & Title)	GLH
1. Enterprise and Entrepreneurship	90
2. Developing a Marketing Campaign	90
3. Business and Personal Finance	120
4. Launch and Run an Enterprise	90
5. Survival and Growth	90
6. Business Decision Making	120
7. Social Enterprise	60
8. Entrepreneurship and Intrapreneurship in practice	60
9. Innovation and Enterprises	60

Extended Certificate (360 GLH)
4 UNITS
3 MANDATORY
1 Optional
M
M
M
O
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.	<b>Unit 2: Developing a Marketing Campaign</b> 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.	<b>Unit 3: Personal and Business Finance</b> 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



## PEARSON BTEC LEVEL NATIONAL DIPLOMA IN BUSINESS

### Pearson BTEC Level Extended Certificate in Business

#### BTEC Assessment information

In order to achieve the Extended Certificate students need to complete 4 units over 2 years and for the Diploma 8 units over 2 years. These will be as follows:

Unit	Title	Year
2	Developing a Marketing Campaign	12
3	Personal and Business Finance	12
1	Exploring Business	13
8	Recruitment and Selection	13

Mandatory units are 1, 2 and 3 and Unit 8 "Recruitment and Selection is the optional unit.

### Programme overview – Diploma

In addition to the above for the full Diploma, students need to complete the additional units below:

Unit	Title	Year
4	Managing an Event (Mandatory Unit)	12
5	International Business (Mandatory Unit)	12
6	Principles of Management (Mandatory Unit)	13
9	Team Building in Business (Optional Unit)	13

#### Programme timetable – Extended Certificate & Diploma

Extended Certificate + Diploma units	GLH	Mrs Ofer	Ms Tai/Mrs Ahmed	Year
1 Exploring Business	90	x		13
2 Developing a Marketing Campaign	90			12
3 Personal and Business Finance	120	x		12
8 Recruitment and selection process	60		x	13

Total 360

#### Diploma units only

Diploma Units only	GLH	Assessed	Ms Tai/Mrs Ahme3d	Mrs Shah	Year
4 Managing an Event	90	Internal		x	12
5 International Business	30	Internal		x	12
6 Principles of Management	120	External- CA	x		13
9 Team Building in Business	60	Internal	x		13

Total 720

## 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.



#### **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 16GB 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.



## 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.**

