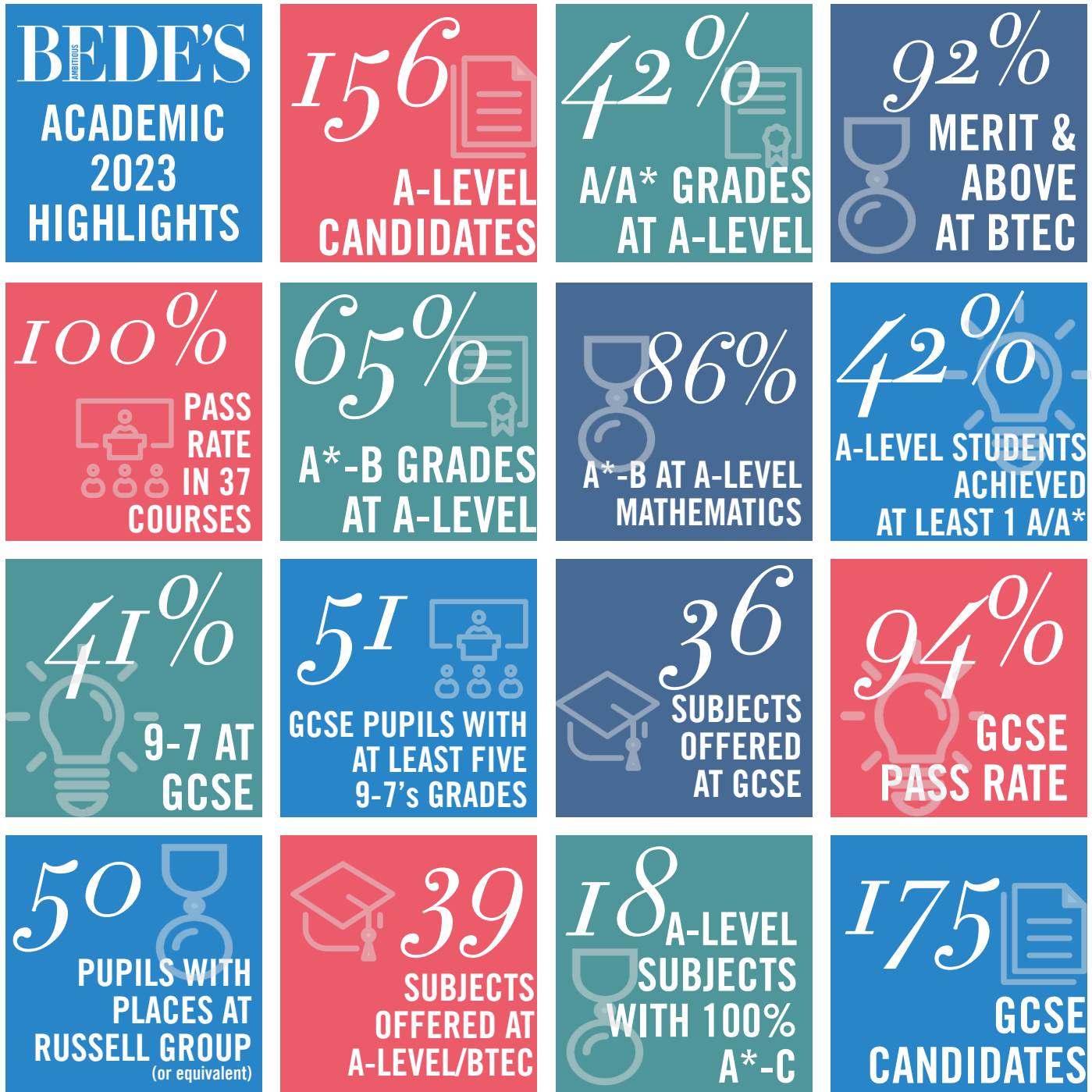


A young man and woman are sitting on a long wooden table in a modern, well-lit cafe or office space. The man is wearing a dark blue checkered suit, a white shirt, and a red and black striped tie. The woman is wearing a light blue suit, a white shirt, and a red and black striped tie. They are both smiling at the camera. The background features several potted plants, framed artwork, and modern pendant lighting. The floor is made of dark wood.

CONSCIENTIOUS
BEDE'S

Sixth Form
Courses



Welcome

For many pupils, the Sixth Form is where they can come alive. No longer is there a requirement to study a range of courses. Instead, the focus is usually on just three subjects in which a pupil's interest should be absolute - along with additional opportunities to burrow into personal interests, the EPQ or Sports Leaders Awards.



At the heart of this is the Bede's Diploma which has been designed to support the academic programme in thrilling ways.

At Bede's we guarantee that all pupils will be challenged to be the very best they can be, to get the very most from each of their courses, and to leave school ready to face the infinite challenges of the professional world.

John Tuson
Deputy Head

Bede's offers an exciting curriculum designed to educate, engage and enthuse. We want our pupils to develop into being independent, reflective learners who have the skills to succeed in life beyond school.



Our Sixth Form curriculum provides pupils with an opportunity to explore existing or new passions. Along with the remarkable breadth of courses that pupils can choose from, there's a supportive Sixth Form, Universities and Careers team to help pupils in their transition to higher education and the world beyond studying.

This is an exciting time for pupils, who can flourish in subjects that they have chosen. Alongside the dynamic Bede's diploma, and a whole range of other opportunities, the next two years are likely to be remembered for many years to come.

Nicholas Abrams
Assistant Head: Academic

The primary aim of our Sixth Form is to provide a holistic education. Whatever your interests - Academic, Sport, Music, Drama, Arts and much more besides - Bede's Sixth Form is the perfect place to develop both academically and personally to help realise personal ambitions. This booklet is the first step in achieving those ambitions and as such it is our hope that it fires your imagination.



The Sixth Form team is a supportive one based in our stunning Sixth Form Centre. We're here to support, encourage and push you to achieve more than you thought was possible.

Jason Henham
Head of Sixth Form (Academic)

The joy of studying in the Sixth Form at Bede's is in the breadth of experience. Not only can pupils expect world-class teaching and learning, but the seemingly endless supply of experiences outside the classroom mean pupils leave Bede's having cultivated a whole range of skills and qualities.



Our Engagement programme of talks, workshops and trips, coupled with our regular focus on developing employability skills through the Bede's Diploma, helps prepare our pupils for life beyond Bede's. They will always remain Bedians, and we aim to arm our Bedians with the skills and knowledge they need to go into the world and succeed.

Justin Sealey
Head of Sixth Form (Engagement)

Our Vision

Where every child finds joy in their pursuit of brilliance

Our Mission

We continue to craft a more joyful education.

Cultivating a vibrant learning experience, motivating us to pursue our individual best.

Providing a festival of opportunity, enabling us to discover new passions and develop new talents.

Building a kind-hearted community, inspiring us to enhance the lives of others.

Our Values

Be Compassionate

Because a caring community fosters belonging.

We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.

Be Courageous

Because fortune favours the brave.

We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.

Be Curious

Because wisdom can be found off the beaten track.

We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.

Be Conscientious

Because dedication is a spearhead of success.

We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

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The Bede's Sixth Form Experience

The transition from GCSE to Sixth Form study is the biggest educational leap most people undertake in their academic lives.

It is important that those approaching Sixth Form take their options choices seriously, picking subjects that they both enjoy and are able to succeed in whilst leaving as many options open to them as possible as they head into further education or the workplace.

The Sixth Form provides an opportunity to pupils to develop both their study skills and individual self-discipline that will be essential throughout their lives. There will be opportunities for co-curricular, cultural and sporting activities alongside the academic programme, and Sixth Form pupils need to have high expectations of themselves.

As well as standard, timetabled lessons, staff welcome the opportunity to work with Sixth Formers individually to ensure that they understand concepts and are on course to succeed.

There is a dedicated team, based in the Sixth Form Centre, who are always be able to lend a supportive hand. The team includes both a Higher Education and Careers guidance to help ensure that pupils have a supportive environment to plan their steps following school.

In addition to the academic sides of Sixth Form life, we work hard to integrate every pupil into the Sixth Form by arranging a number of social events throughout the year. These are very well attended and we hope they will help your child to both make new friends and feel that you are a valued member of the Bede's community.

Every pupil is different, and each young person will face new, personal challenges over the coming two years. Bede's is a place where pupils find the right motivation and commitment to reach their true potential and go onto succeed in their life post-school.





Edie - Upper Sixth

Having started Bede's in the Lower Sixth, just a year and a half ago, I was excited to embark on a curriculum with so much to offer. The opportunities seemed endless at Bede's - from Animal Management, to Legat Dance Academy, to Mandarin - there really is something for everyone. I was not sure what I wanted to specialise in just yet and being at Bede's meant I could study all of my favourite subjects.

In my Lower Sixth Year, I studied four and a half A Levels, as well as being a pupil in Legat Dance Academy. Having the ability to participate in so much was brilliant but it meant that I found it hard to balance my time. My teachers were incredibly helpful - they offered extra sessions so I was able to keep up with my studies. In particular, the Maths department ran four-hour study sessions on Saturdays with plenty of past papers available which meant that I felt as prepared as possible for my exams.

I am currently studying A Levels English in Maths and Economics. In all of my subjects, the support does not stop when the lesson ends. There are always extra support sessions and mock exam papers available. Teachers at Bede's are always there for whatever you may need. In just my first couple of weeks at Bede's, I had a one to one with Deputy Head, Mr Tuson to discuss my A Level options and what I wanted to go onto after completing my studies. This was incredibly helpful, and it felt reassuring to know that I wasn't alone in making this decision and had teachers on hand to guide me.

My favourite thing about Bede's has to be the atmosphere. Everyone is part of a kind and caring community - which is something you just do not get everywhere! It is rare that everyone is happy to start a conversation and help each other out. This is especially evident within the houses. I am a weekly boarder and am also the Deputy Head of Dorte house. It sounds like a cliché but it really does feel like a family. Everyone is enthusiastic, welcoming and Dorte provides a homely environment.

The co-curricular side of the programme has opened up many opportunities to me. I am a prefect, the Head of the Academic Committee, and have also been a part of the quiz team, debate team and was a member of Legat for most of last year. In just the last year, I have participated in a wide range of activities, learned a lot about myself and formed many new friendships.

I am incredibly proud of my AS Level results, and I hope that with the support and tools available from my teachers, I will be just as proud of my results at the end of this year. I am hoping to go onto study English at university, with a career in law or finance in mind.

Will - Lower Sixth

I have been at Bede's since Year 5 at the Prep School. I first discovered Bede's when I saw an advertisement of a pupil holding a snake in a Bede's Animal Management class. I knew immediately that this school was special and unique. I came to visit on an open morning and that feeling only grew stronger - I knew that Bede's was the place for me.

I am a Day Boarder in Stud house. I love being in Stud - there is a warm house community and you can talk to anyone. All of the house staff and pupils are just like one big family. Similarly, the school community as a whole is welcoming and friendly.

I am currently studying A Levels in Maths, Further Maths, Economics and Geography. All of my teachers are incredibly helpful and get to know every pupil personally. The teachers make each class engaging and enjoyable and also are there for each pupil pastorally too. An example of this is when I was the lead role in the school production 'The Addams Family', alongside striving to achieve my very best academically - it became difficult to balance my time. I felt comfortable asking my teachers for help and saying when I found my workload overwhelming. Not only did my teachers provide me with practical solutions to help balance my time, but they also gave me reassurance that I could tackle every aspect of the curriculum with confidence.

I have participated in a wide range of co-curricular activities in my time at Bede's, including athletics in the summertime, school productions, swimming, the gym, and art. I am planning on studying Architecture at university, so taking Art as a co-curricular subject is helping me to build a portfolio.

There have been many highlights during my time at Bede's. One standout moment for me was the sense of achievement I felt upon the completion of the first performance of the Addams Family - when the whole school became our audience. I overcame many fears about the performance and was not expecting such a positive response - the support from my peers was incredible.

Bede's is truly an uplifting place to be - the community, opportunities and people make it one-of-a-kind.





Ellie - Upper Sixth

I joined Bede's in Year 7 after being blown away by their Sports and Performing Arts departments on an Open Morning. I am now an Upper Sixth Day pupil, currently studying Maths, Further Maths, Physics, Chemistry and an Extended Project Qualification (EPQ).

I originally started Bede's as a Drama scholar, as I continued my journey through Bede's, my teachers opened my eyes to a side of academics that I had not seen before. I became very interested in STEM subjects and, as a result, I studied harder and with my teachers encouragement, I decided to change my path and strive for a career in STEM - in particular, aerospace engineering. Thankfully, I am still able to keep up my love of drama and sport, due to Bede's outstanding co-curricular opportunities. I have recently been given a notable part for the school play and am currently auditioning for Bede's annual musical showpiece, Cabaret.

During my time at Bede's, I underwent an operation which meant I was not allowed to attend school for a period. The amount of extra support that Bede's offered me during this time was incredible. I was still able to perform and achieved results that I was proud of, without any in-school experience. I will always be grateful to my teachers, who without, I would not have managed to remain in education for this period.

I am very proud of all of my achievements whilst being at Bede's, in particular winning the International UK Space Design Competition and achieving 11 9s at GCSE. However, my proudest achievement has to be becoming head of my house - I feel honoured to represent my house and be someone that other pupils can turn to for guidance.

Bede's provides many opportunities beyond the curriculum. No matter what your interests are, the teachers are there to support you and help you to discover your talents. There are a huge range of activities you can get involved with that are accessible for anyone at any level. You can gain a taste for a wide range of pursuits - I have participated in many activities, from hockey to debating.

Beyond Bede's, I hope to one day be a part of a programme which might involve aerospace engineering from a structural, material science perspective. Or I would like to be an F1 Engineer! Whatever happens, I would love to come back to Bede's and inspire young pupils, particularly girls, to pursue STEM subjects.

Mitra - Upper Sixth

I am an Upper Sixth pupil, having joined Bede's last September in the Lower Sixth. I am from Guyana in South America. When I was first considering coming to the UK, I was drawn to Bede's for their outstanding provision in cricket alongside a comprehensive academic programme. I knew that Bede's would allow me to stretch myself in both disciplines.

I am a full boarder in Camberlot house. When people first told me about the family atmosphere in the boarding houses at Bede's, I found it tough to believe. However, settling in did not take me long at all thanks to the house prefects who made it their mission to make me feel at home. I love the camaraderie within my house and I have never felt like an outsider.

I am currently studying A Level Maths, Business, Physics and an EPQ. Many of my peers and I are off to university next year, and require independence skills within our learning. I find that the teachers at Bede's provide the perfect balance between allowing pupils to learn independently and supporting them closely. This period of Sixth Form bridges the gap between further education and higher education.

I have represented my school on both the academic side and sporting side - in both cricket and UK Space Design competitions. Having cricket, science activities and my home from home, all in one place makes for an all-encompassing learning experience.

There is a genuine sense of belonging at Bede's which is created by the people here. In addition to a varied curriculum, the conversations that you are able to have with peers and members of staff are what make Bede's special. Even during my initial interview, there was a light and comfortable energy that I had never experienced before and I knew Bede's was the place for me.

My greatest accomplishment so far at Bede's is gaining extra roles in both my house and the school. I am a house and school prefect. These roles give me a sense of responsibility and allow me to practice my leadership skills. Over the past year, Bede's have given me confidence in my abilities and have helped me to grow as a person.

I have learned that at Bede's, help will always be granted when you need it. Always ask questions because everyone at Bede's is willing to help. I am hoping that I will go onto study something economics related. Bede's has helped me to realise my potential and I hope to go far within this sector.





Grace - Upper Sixth

I am currently studying A Level Music, Chinese and Business Studies at Bede's after starting in Year 9. I am a day pupil in Charleston House and love the rural setting of the school and being surrounded by glorious countryside. There is nothing quite like it! My teachers in all three subjects are friendly, real people who show such commitment to pupils. If I come across any setbacks, my teachers are always there to advise me. Recently, my music teachers have offered me extra music theory sessions after school as this was something I felt I could improve on. My Chinese teacher has also offered me extra speaking practice. I am always astounded by the generosity of teachers at Bede's. They always strive to help pupils to do the best they can. No matter what your goals may be, you will always have teachers rooting for you.

My greatest achievement at Bede's has to be achieving Grade 7 cello and achieving GCSE grades that I am very proud of. The annual Scholars' Recital is another outstanding opportunity that I work incredibly hard for and comes with a real sense of achievement. Music co-curricular activities are varied and enjoyable. I have taken part in concert band, jazz choir and music tech in my time at Bede's. But the Bede's offering is very unique - the diversity of activities available is unbelievable! Activities are not only fun, but also teach invaluable lessons.

In the future, I am hoping to study Film Music at Leeds Conservatoire or study Chinese, and hope to one day become a Film Composer. Using all of the skills and lessons that I have learned at Bede's, I have no doubt that I am well equipped for my future.

Academic Choices

All of the courses available in the Lower Sixth at Bede's from September are listed in this booklet. There is a wide variety of courses available which include A Levels and BTEC courses. Each course has its own entry requirements.

Most pupils will study three A Level or BTEC courses in the Lower Sixth (or a combination of both) and continue with all of these courses into the Upper Sixth.

Universities, including Oxford and Cambridge, advise against studying four A levels/BTECs. A three A Level/BTEC programme (with the possible addition of an EPQ) will offer the right balance to ensure pupils succeed. With the agreement of the Head of Sixth Form, and depending on prior attainment, aspirations and subjects choices, there are options to study more or less than this. An exception to this is Further Mathematics which is expected to be a fourth A Level.

All pupils will sit formal internal assessments at the end of the summer term in the Lower Sixth. Continuation onto an A Level course into the Upper Sixth requires that pupils demonstrate their ability to achieve at least a pass grade at the end of the two-year A Level course.

A Levels

To study an A Level programme, pupils at Bede's need to have achieved **six** grades 9-6 at GCSE or equivalent. In addition, there are also specific requirements from individual courses and these are summarised at the end of the brochure.

The majority of A Levels follow a linear course over the two years of Sixth Form, with external examinations taken at the end of the Upper Sixth.

Certain courses, following the Cambridge Assessment International Education (CAIE) syllabus, will also include AS Levels that are taken at the end of the Lower Sixth.

Each A Level has ten hours of lessons over a fortnight and we would expect pupils to be undertaking a similar period of ten hours of independent study over the same period.

BTEC

To study a BTEC programme, pupils at Bede's need to have achieved **five** grades 9-4 at GCSE or equivalent. In addition, there are also specific requirements from individual courses and these are summarised at the end of the brochure.

For many pupils, BTECs offer a superb academic experience and can deliver exceptional results. BTEC courses are the equivalent of A Levels and are recognised by almost all of the leading universities.

Certain BTEC courses can be taken as 'Double BTECs' and are the equivalent of two A Levels.

BTEC courses are attractive to Sixth Formers who are capable of working at an advanced level but who are better placed to show their potential through coursework assignments than in traditional exams. Pupils are continuously assessed as they progress through the assignments and each assignment counts towards their overall grade.

Some BTEC courses will contain external examinations. An overall pass during the Lower Sixth is a requirement for continuation in to the Upper Sixth.

EPQ

The EPQ is an additional qualification available to Sixth Form pupils who are studying three A Levels/BTECs and involves independent research on a topic of your choice. The EPQ carries a significant number of UCAS points and is highly regarded by Universities.

Pupils will begin working on their EPQ during the Lower Sixth and usually continue until the start of the Upper Sixth, allowing EPQs to be included in University applications. The EPQ is optional but encouraged for all pupils at Bede's.





Diploma

The Bede's Diploma is our way of unifying and formalising the myriad of experiences Bede's Sixth Form pupils will have in their two years here. Bede's, by its very nature, seeks to develop pupils beyond the confines of the classroom in everything that happens here, from House charity events to Future's Week and our range of additional qualifications. The Diploma is the umbrella that brings it all together, and we organise this into four sections.

The **Extend** section encourages all pupils to undertake an additional qualification, alongside their three A Levels or BTECs. For many, this is the EPQ - an academic research project on a topic of their choice, sometimes even culminating in an artefact or experiment to test out a hypothesis. This is worth UCAS points and is an excellent preparation for University study. Other pupils take the Sports Leaders Award, developing their coaching skills, or the Gold Arts Award where performance is the main focus.

The **Enlighten** section is our way of encouraging pupils to attend, and reflect upon, a number of talks and workshops. These talks are organised both within the Sixth Form team and by departments - pupils are encouraged to attend ten across their time in Sixth Form, learning about everything from road safety to the idea of everyday sexism.

We also look beyond the confines of the School, with our **Engage** section, which requires pupils to complete twenty hours of voluntary work - ten in school and ten outside it - throughout their Sixth Form career. Many opportunities arise in the course of the year, such as working on reading with primary school children, running sports events for community groups and attending beach cleans, but pupils are also encouraged to set up their own voluntary work.

Finally, the **Enhance** part of the Diploma seeks to tie all of the other sections together - in this section, pupils reflect on how they have developed themselves in a range of soft skills and vital qualities- with a particular focus on communication, teamwork and leadership. This record then forms the basis of a university application, covering letter or CV.

The Bede's Diploma is essentially a formalisation of the wide-ranging and fulfilling experience of attending the Bede's Sixth Form, with the goal of helping pupils become citizens of the world.



Choosing Sixth Form Options

Sixth Form Curriculum

The Sixth Form curriculum is divided into four timetable blocks. Flexibility is our priority and we make every effort to accommodate all option requests. Sometimes, not all combinations of subjects are possible, and equally sometimes, they are not desirable.

Every attempt will be made to offer the full breadth of courses, however the School reserves the right to limit places if the demand is high or to withdraw courses if numbers are low.

Choices will be requested at the end of Autumn Term to allow planning to be considered. Changes to these choices (for example, following GCSE results) are possible depending on availability and the agreement of the Head of Sixth Form (Academic).



Universities and Careers

The Careers and Employability Department at Bede's supports pupils to find the right path for them after their time at Bede's - whether that is going to university or a specialist institution, studying abroad, taking an apprenticeship, a gap year or entering into the world of work.

We guide pupils to make informed decisions about their future by offering tailored information, advice and guidance. This includes, opportunities to meet employers and industry experts, to broaden and inspire pupils' plans for life beyond Bede's. We support pupils with their subject choices and their future higher education plans, offering guidance in the university applications process whether through UCAS or other international institutions.

If you would like to access guidance on higher education applications or career plans, please contact either Mrs Franks or Mrs Devereux.

Deborah Franks
Head of Careers and Employability
Deborah.Franks@bedes.org

Liz Devereux
UCAS Co-ordinator and Careers Assistant
Liz.Devereux@bedes.org

Degree Courses

The information on the opposite page provides some general guidance on the requirements for common degree courses. Please note that this is broad guidance and you should contact the Sixth Form team for more specific information on subjects.

It is important to note that different universities may have differing demands and, as such, it is advisable to check if you are considering a particular course at a specific university.

Degree Courses

<i>Degree</i>	<i>Essential Subjects</i>	<i>Desirable Subjects</i>
Accountancy		Mathematics, Business or Economics
Architecture	Mathematics usually essential	Physics or an art-based subject
Art & Design	Arts-based subject plus a portfolio	
Biology	Biology	Chemistry, Physics or Mathematics
Business & Marketing		Business, Marketing, Economics, Mathematics
Chemistry	Chemistry and another science or Mathematics	
Classics	Latin and/or Greek	History, English, MFL
Computer Sciences		IT and Mathematics
Dentistry	Chemistry	Biology and Mathematics
Drama	English or Drama	
Economics	Mathematics usually essential	Economics
English	English Literature	Other essay based subjects
Engineering	Mathematics plus one science	A second science
History	History	Essay based subjects
Law		Essay based subjects
Mathematics	Mathematics and sometimes Further Mathematics	Physics
Media Studies	Media Studies	
Medicine	Chemistry	Biology and Mathematics
Modern Foreign Languages	Language	Second Language
Music	Music plus a grade 7 or 8 in main instrument	
Nursing		Biology, Psychology or Chemistry
Pharmacy	Chemistry	Biology and Mathematics
Philosophy	None	Mathematics, Philosophy
Physical Sciences	Physics and Mathematics	A second science or Further Mathematics
Physiotherapy	Biology or Psychology	Physical Education
Politics		History, Politics, English Literature, Economics, MFL
Psychology		Psychology, Biology and Mathematics
Sports Science		Biology or Psychology. Sports Science
Veterinary Science	Chemistry	Biology and Mathematics

Languages

English Literature

Modern Foreign Languages

Latin

English as an Additional Language

Head of Faculty

Matthew Oliver

matthew.oliver@bedes.org

English Literature



OVERVIEW

The study of literature is, of course, not only the study of linguistic excellence and artistic creation, but also a study of history, philosophy, politics and sociology.

At Bede's, the A Level Literature course is made up of three distinct elements: extended study of the tragic form, an independent coursework assignment, allowing pupils to develop their own interests, and an exciting unit on the literature of crime and the law. Through this varied programme, pupils will read eight texts over the course of two years, with set texts offering a diverse reading experience, bringing together the best canonical works with more contemporary novels which resonate with today's pupils.

As well as undertaking set reading, pupils will study a range of contemporary plays, poems and novels as part of an engaging programme of off-syllabus extension work.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- English degrees
- Journalism degrees
- Law degrees
- Psychology degrees
- Sociology degrees
- PR and Marketing degrees

CONTACT

Matthew Oliver
Head of Languages Faculty
matthew.oliver@bedes.org

ASSESSMENT

The qualification is assessed through two written papers at the end of the course, each worth 40%, and assessing core texts studied over the two years. The final 20% of the course is based on two pieces of coursework, allowing pupils to exercise independent choices over their texts and engage with literary theory.

EXAM BOARD AND SPECIFICATION

AQA English Literature, Specification B

FURTHER INFORMATION

Pupils' study of set texts and genres is complemented by an array of supra-curricular opportunities, such as extension masterclasses, debating, creative and critical writing competitions, spoken word evenings in the woods, and visits to the theatre and literary festivals.



Modern Foreign Languages



OVERVIEW

Bede's A Level MFL courses equip pupils with linguistic skills, cultural awareness and global understanding. Not only will pupils develop their understanding and fluency in the language, but pupils will also discover much more about how people live and use the language on a daily basis.

In the first year, pupils will study two major topics which introduce pupils to current trends in the target language societies and their artistic culture, such as contemporary music, heritage and film.

In the second year, pupils will be introduced to more complex issues, such as aspects of political life and marginalisation within society, and pupils will study either two novels or plays or one novel and a film in the target-language, before completing an independent research project on a topic of pupils choice, related to a target-language country.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Languages Studies
- Linguistics
- Comparative literary studies
- European studies
- History
- English
- Politics
- Law
- International Relations
- Economics
- Joint Honours Degree
- Oral and written communication skills
- Presentation skills
- Analysis
- Flexible and creative thinking
- Enhanced problem solving skills

CONTACT

Veronique Ganivet
Head of Modern Foreign Languages
veronique.ganivet@bedes.org

ASSESSMENT

The A Level course is assessed at the end of the final year.

EXAM BOARD AND SPECIFICATION

AQA French, German and Spanish GCE
Pearson Edexcel Chinese, Italian, Russian and Japanese GCE



OVERVIEW

An A Level qualification in Latin is extremely useful for pupils wishing to progress onto higher education and builds on the knowledge acquired from the GCSE qualification, which is a prerequisite for candidates to be admitted to the A Level course.

Pupils not only acquire specific knowledge, but important transferable skills such as analysis and inference, as well as developing independent, evaluative and critical approaches to literature. They practise formulating and supporting an argument through reasoning, and gain a valuable understanding of cultures which are fundamental for Modern Europe.

Subjects like this are mentioned in the Russell Group “Informed Choices” document as well as featuring on Trinity College, Cambridge’s list of Generally Suitable A Levels as they develop the pupils critical thinking skills.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Classics
- Drama
- Archaeology
- History of Art
- Anthropology
- Philosophy and Politics
- Modern Foreign Languages
- English
- Law
- Medicine
- History
- Sociology
- Psychology

CONTACT

Pavlina Saoulidou
Head of Classics
pavlina.saoulidou@bedes.org

ASSESSMENT

The A Level qualification is awarded through four externally assessed papers: two literature papers each contributing to the overall grade by 25%, a language and translation paper worth 33%, and a comprehension paper contributing to the overall grade by 17%.

EXAM BOARD AND SPECIFICATION

OCR H443: A Level Latin

English as an Additional Language



OVERVIEW

Non-native English speakers follow one of two course-strands in the Sixth Form.

The first is the IGCSE First Language English, which is designed for pupils whose English is native or near-native. It develops the ability to communicate clearly, accurately and effectively in both speech and writing. Pupils who pursue this course during the Lower Sixth learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the ways in which English can be used.

IELTS is offered for those pupils for whom the IGCSE is not appropriate. IELTS is widely recognised as a reliable means of assessing whether candidates are ready to study in the medium of English. It is used as an assessment of entry test by all UK universities and recognised throughout the world. We offer this one year course to Upper Sixth pupils in parallel with their A Level subjects.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

International pupils are required to demonstrate a certain level of spoken and written English during the application process for University. IELTS (International English Language Testing System) is one of the tests that can be used to prove the applicant's ability to use the English language for academic purposes.

Universities have differing IELTS requirements and you should check with the University whether IELTS is required and at which level.

CONTACT

Jason Cook
Head of EAL
jason.cook@bedes.org

ASSESSMENT

IGCSE First Language has two assessments:

Coursework 50%
Reading Paper 50%

IELTS has four assessments, all equally weighted.

Reading
Writing
Listening
Speaking

EXAM BOARD AND SPECIFICATION

CIE IGCSE First Language English 0990

Cambridge IELTS

STEM

Mathematics

Further Mathematics

Biology

Chemistry

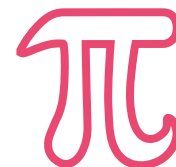
Physics

Psychology

Head of Faculty

Julia French

julia.french@bedes.org



OVERVIEW

At Bede's, the Mathematics department is one of the largest academic departments.

During the A Level course our focus is firmly placed on developing the use of a variety of mathematical tools to enable pupils to solve interesting, challenging problems and be well-equipped for university studies.

At Bede's, two thirds of the course is devoted to pure mathematics covering topics such as calculus, algebra and trigonometry. For the remaining one third, pupils study statistics and mechanics.

In mechanics we do activities including a simulation of free-fall parachuting and in statistics we look at the evidence for the existence of leukaemia clusters.

Otherwise, pupils are encouraged to pursue their own mathematical.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Mathematics Degrees
- Engineering Degrees
- Most Computer Science Degrees
- Most Science Degrees
- Most Economic Degrees
- Some Accountancy Degrees
- Studying Mathematics will give pupils the skills necessary for the majority of STEM based degrees.
- Many STEM based courses at University will have a requirement to study Mathematics at A Level

CONTACT

Stavros Manos
Head of Mathematics
stavros.manos@bedes.org

ASSESSMENT

The qualification is assessed through two written papers at the end of the Lower Sixth and a further two written papers at the end of the Upper Sixth.

EXAM BOARD AND SPECIFICATION

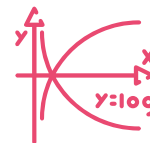
CAIE: International A Level Mathematics

FURTHER INFORMATION

Pupils will require an appropriate calculator.

This is an international A Level meaning that Pupils take an AS Level at the end of the Lower Sixth.

Further Mathematics



OVERVIEW

The Further Mathematics course at Bede's is a natural extension to the A Level Maths course we offer and is aimed at the strongest mathematicians who want to pursue mathematics at university and beyond. It is typically taken as a fourth A Level by pupils wishing to get entry into Oxbridge or other Russell Group universities. The course comprises 50% Pure Mathematics, 25% Mechanics and 25% Statistics.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Mathematics Degrees
- Engineering Degrees
- Most Computer Science Degrees
- Most Science Degrees
- Most Economic Degrees
- Some Accountancy Degrees
- Studying Mathematics will give pupils the skills necessary for the majority of STEM based degrees.
- Many STEM based courses at University will have a requirement to study Mathematics at A Level

CONTACT

Stavros Manos
Head of Mathematics
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ASSESSMENT

The qualification is assessed through four written papers at the end of Upper Sixth.

EXAM BOARD AND SPECIFICATION

Pearson Edexcel: A Level Further Mathematics

FURTHER INFORMATION

This is a 1 year course which pupils start in Upper Sixth once they have completed their A Level Maths.





OVERVIEW

Topics over the two years cover lifestyle, health and risk, genes and health, biodiversity and natural resources, infection, immunity and forensics and grey matter. SNAB A Level Biology is a context led course which embraces a pupil centred approach. Each topic uses real-life context: a storyline or a contemporary issue is presented. SNAB encourages an active approach to learning and over the course it is carefully designed to build on understanding the biological ideas gradually.

A Level pupils are required to pass a Practical Endorsement Certificate and will complete 18 core practicals throughout the specification, whereby they must demonstrate competency in all biological laboratory and field work skills. Highlights during the course include a trip to Wakehurst Place and a five day Ecology field trip to a field study centre in Somerset, both of which are valuable opportunities to experience and study Biology live in the field.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Biochemistry
- Biotechnology
- Cell Biology
- Ecology
- Endocrinology
- Environmental Science
- Genetics
- Immunology
- Marine biology
- Microbiology
- Molecular biology
- Neurobiology
- Nutritional Science
- Pathology
- Pharmacology
- Physiology
- Plant science
- Zoology
- Orthodontics
- Veterinary Science & Medicine
- Medicine
- Finance
- Accounting
- Economics

CONTACT

Nancy Morton-Freeman
Head of Biology
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ASSESSMENT

100% Linear Course
3 x 120 minute exams
Practical Endorsement Pass

EXAM BOARD AND SPECIFICATION

Edexcel SNAB A

FURTHER INFORMATION

This course features a residential trip in the Upper Sixth as part of the practical assessment.

There is an additional charge for trips on this course.

Chemistry



OVERVIEW

Chemistry is an amazing subject to study and is highly respected by universities and employers alike. It shows a depth of learning that requires numerous skills of its pupils; maths, scientific reasoning, written and spoken communication and practical skills among many others. It is for this reason that Chemistry is considered a highly academic subject that keeps many of life's "doors" open to pupils.

The course is divided into three areas of chemistry: physical chemistry, inorganic chemistry and organic chemistry.

Physical chemistry refers to the application of the theories and ideas in physics to the proper material stuff of chemistry, including the study of the atomic. Put simply, physical chemistry is the study of how matter behaves at the smallest level.

Inorganic chemistry is the study of any compounds without carbon in them - which is the exclusive domain of organic chemistry (see below). In inorganic chemistry, pupils will learn about halogens, transition metals and alkaline earth metals, as well as testing reactions of ions in aqueous solutions.

And finally, organic chemistry is the study of those compounds that are largely based on carbon. This is the only distinguishing feature of the two fields.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Petrochemical industry
- Organic chemistry
- Biochemistry
- Medicine
- Dentistry
- Veterinary careers
- Agriculture
- Food industry
- Physiotherapy
- Pharmacology
- Toxicology
- Forensic science
- Sport science
- Economics
- Law

CONTACT

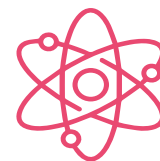
Laure Finat-Duclos
Head of Chemistry
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ASSESSMENT

Linear 3 x 120 minute papers

EXAM BOARD AND SPECIFICATION

AQA Chemistry 7405



OVERVIEW

Physics is the most ambitious and all-encompassing academic discipline there is. From understanding the absolutely smallest scale, fundamental interactions that underpin every other science, to grasping the elegant physical laws that give rise to all of the phenomena we experience daily, and finally to comprehending the enormity of the cosmos whilst delving into where we came from and what the future holds, no other subject offers such a breathtaking range of mind-expanding challenges.

Physics is one of the most sought-after qualifications. A mastery of the subject requires numeracy, literacy, problem-solving skills, imagination, independent and collaborative skills, and a thirst for knowledge; consequently, the range of career opportunities it opens up is vast.

CONTACT

Oli Froom
Head of Physics
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ASSESSMENT

Linear 3 x 120 minute papers

EXAM BOARD AND SPECIFICATION

AQA Physics 7408

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Physics
- Astrophysics
- Chemical physics
- General engineering
- Aeronautical engineering
- Civil engineering
- Electrical engineering
- Mechanical engineering
- Medicine
- Dentistry
- Nursing
- Architecture
- Computer science
- Geography
- Earth science
- Environmental sciences
- Maths
- Materials science
- Pharmacy
- Sports science
- Surveying
- Psychology
- Teaching

Psychology



OVERVIEW

Psychology involves the study of mental processes and behaviour in the context of real life experiences. This course is for those who have an enquiring mind, like to discuss and wish to gain an understanding of how humans (and non-humans) develop, socialise and interact with each other. Psychology is not just an academic subject, it's a life-skill.

Within the A Level, pupils will explore a variety of different applications and approaches to psychology including elements such as, social influence, memory, attachment and start to explore psychopathology questioning what is 'abnormality'? In the Upper Sixth they will then look at topics such as gender, schizophrenia and forensic.

Underpinning all these areas is research methodology, where we will look at how psychological research is carried out and interpreted.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Psychology
- Nursing
- Business
- Sports Science
- Mental Health Nursing
- Law
- English
- History

CONTACT

Yvette Stainsby
Head of Psychology
yvette.stainsby@bedes.org

ASSESSMENT

100% exam - 3 x 2 hour papers

EXAM BOARD AND SPECIFICATION

AQA Psychology

FURTHER INFORMATION

Those pupils with a strong interest in Psychology who are less suited to exam assessment can consider the BTEC Psychology course.

Creative Arts

Art and Design

Ceramics

Design & Technology

Media Studies

Photography

Head of Faculty

Jonathan Turner

jonathan.turner@bedes.org

Art and Design



OVERVIEW

Our A Level course is grounded in skill-based tasks linked to theoretical knowledge.

In Art and Design, pupils focus on activities such as traditional drawing and making skills in two and three dimensions, perspective, tonal studies and other aspects of visual language including the use of computer programmes such as Photoshop and Illustrator. Pupils then move on to experiment with the formal elements of design to produce more personally-driven work.

In the second year of the course all pupils embark on a major personal project for the duration of the Autumn Term. Recent major projects have involved the production of life-size full figure paintings, ceramic furniture, walk-in photographic installations and highly professional film poster designs alongside the more traditional formats.

This thematic approach is further developed in the externally set assignment and once again pupils are encouraged to develop highly personal responses to the set theme.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Art & Design Foundation
- Architecture
- Fine Art
- Games Design
- Animation
- Fashion Design
- Animation
- Graphic Communication
- Photography

CONTACT

Jonathan Turner
Head of Creative Arts Faculty
jonathan.turner@bedes.org

ASSESSMENT

40% Examination / 60% Coursework

EXAM BOARD AND SPECIFICATION

Pearson Edexcel Fine Art/Graphic Communication 9FA0/ 9GCO

FURTHER INFORMATION

A third of all of our pupils go on to study a variety of creative degrees including Architecture, Game Design, Fine Art, Photography and Fashion.



Ceramics



OVERVIEW

Ceramics at Bede's is centred on learning about function and sculpture.

Our pupils study contemporary ceramics and are also inspired by humanity's rich past of creating with clay. Across this two-year course, the pupils learn how to create ideas and designs out of paper, card, wire, metal wood and clay to develop and generate preparatory work in their sketchbook prior to building final ceramics outcomes.

The main aim of the Lower Sixth year is to explore and experiment with a wide range of building techniques and give pupils the skills and processes they need to open up their imagination and develop their ambition to achieve beyond what they expect. This enables them to be fully independent with their ceramic-making techniques and take their projects down a pathway of their choice in the Upper Sixth.

Pupils also have the opportunity to apply to have their work exhibited at the Cardiff School of Art and Design at the "Ceramics Excellence Awards" exhibition in the Summer Term of the Lower Sixth.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Art & Design Foundation
- Architecture
- Fine Art
- Games Design
- Animation
- Fashion Design
- Animation
- Graphic Communication
- Photography

CONTACT

Jonathan Turner
Head of Creative Arts Faculty
jonathan.turner@bedes.org

ASSESSMENT

40% Examination / 60% Coursework

EXAM BOARD AND SPECIFICATION

Pearson Edexcel Fine Art/Graphic Communication 9FA0/ 9GC0

Design & Technology



OVERVIEW

Pupils who enjoy thinking creatively, problem solving, designing products of the future, making models and testing pupils ideas then our Product Design course is the ideal subject.

Coursework is submitted and examinations take place at the end of the second year. A project is undertaken in the first year of the course and this is intended to support the teaching of skills and give experience of the practical application of the theory being taught.

Maths skills now contribute to the overall qualification and, since this element cannot be assessed in the coursework, it will be in the exam paper, representing 15% of the total paper marks.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Product design
- Industrial design
- Architecture
- Engineering
- Games design
- Construction management

CONTACT

Nick Potter
Head of Design & Technology
nick.potter@bedes.org

ASSESSMENT

Component 1 - There is an exam at the end of the two year course which is worth 50%

Coursework Component 2 - Pupil's own choice which is worth 50%

EXAM BOARD AND SPECIFICATION

Edexcel
Pearson Edexcel Design/Photography 9PY0



OVERVIEW

It is imperative that today's pupils are critically aware, media literate and, above all, curious. How does the marketing industry seek to target our desires and our insecurities? Are Facebook, Google and Twitter really free or are we paying with another form of currency? Can a social network really start a revolution and bring down a corrupt government? What role do beauty magazines and advertising have to play in our culture?

Media Studies pupils at Bede's get to explore these issues and many more besides. Alongside our classroom investigations we also make media ourselves. From film trailers to short documentaries, magazine features to full print campaigns or web-based viral campaigns, Bede's pupils get stuck in and learn how to be creative alongside qualified experts in their field.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Photography
- Film Production
- Journalism
- Graphic Design
- Advertising
- Marketing
- Web Design
- Sociology/Anthropology
- Fashion

CONTACT

Rick Williams
Head of Media
richard.williams@bedes.org

ASSESSMENT

The theory half of the course is assessed through one written paper at the end of the Lower Sixth and another written paper at the end of the Upper Sixth

The practical side of the course is assessed via two extended creative projects, one in the Lower Sixth and one in the Upper Sixth.

EXAM BOARD AND SPECIFICATION

CAIE: International A Level Media Studies 9607

FURTHER INFORMATION

This is an international A Level, meaning that pupils take an AS Level at the end of the Lower Sixth.

Photography



OVERVIEW

Photography A Level offers pupils a combination of technical instruction and creative freedom. To flourish on this course pupils need curiosity, independence and initiative as well as an eye for a good picture.

The facilities at Bede's are exceptional; two traditional dark rooms and a suite of Apple Macs enable pupils to learn how to use 35mm manual cameras, develop film, manipulate images using Adobe Photoshop and discover the possibilities of shutter speed, ISO and aperture in order to produce striking imagery.

An A Level in Photography at Bede's can lead to related further education courses and ultimately onto a wide range of creative careers. Many of our pupils have gone on to study Photography, Film and Art at universities and colleges throughout the UK and abroad, including UK institutions such as The University of Falmouth, St Martins, Chelsea School of Art, London College of Fashion and Royal College of Art.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Art & Design Foundation
- Architecture
- Fine Art
- Games Design
- Animation
- Fashion Design
- Animation
- Graphic Communication
- Photography

CONTACT

Jonathan Turner
Head of Creative Arts Faculty
jonathan.turner@bedes.org

ASSESSMENT

40% Examination / 60% Coursework

EXAM BOARD AND SPECIFICATION

Design/Photography Specification: Edexcel 9PY0

Performing Arts

BTEC Dance

Drama and Theatre

Music

Head of Faculty

Karen Lewis

karen.lewis@bedes.org



OVERVIEW

This practical course has been designed to develop pupils' dance skills in a variety of genres and provides them with experience of real dance vocational scenarios.

The course comprises a total of two modules: Dance Skills Development and The Performing Arts Industry. The first will develop the pupils' understanding and experience of Dance Practice, with the emphasis on training, performing and creating Dance.

The second module explores the main issues and opportunities in the performing arts industry and the freelance world, and how they affect the future in relation to an individual's practice.

Both modules are focused on practical work, however each module will enable the dancers to learn historical and contextual developments in the world of dance. Assessment comprises dance class assessments, video and written journals, live performances in both solo and group contexts and project work. Each pupil will carry out an individual industry research project, placing an individual's own practice into context.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Performing Arts Colleges
- Conservatoires

CONTACT

Sherrie Pennington
Head of Dance
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ASSESSMENT

50% practical and performance
50% coursework

EXAM BOARD AND SPECIFICATION

Pearson BTEC QCF Level 3 National Foundation Diploma in Performing Arts Practice (Dance)



CURIOUS

Drama and Theatre



OVERVIEW

It is a course which focuses not just on an academic exploration of theatre - although this is a key component of the course - but also on the vocational aspects of performance and production.

The syllabus encourages creativity, focusing on practical work which reflects 21st Century practice and skills that will support progression to further study in a range of other subjects.

In addition to performing themselves, Drama and Theatre pupils at Bede's regularly have the opportunity to watch professional theatre and partake in workshops from highly regarded practitioners, including residential courses and trips to the National Pupil Drama Festival or the Edinburgh Fringe Festival.

Overall, Drama and Theatre offers a huge amount to pupils - not least opportunities to write and direct, design sets, costumes and make-up, engage in technical direction and perform in group and solo works.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Marketing
- Law
- Business
- Management
- Politics
- Researcher
- Teaching & lecturing

CONTACT

Will Rennison
Head of Academic Drama
will.rennison@bedes.org

ASSESSMENT

30% Performance
30% Coursework
40% Written Examination

EXAM BOARD AND SPECIFICATION

Drama and Theatre
Edexcel 9DR0

FURTHER INFORMATION

We offer an exciting programme of performances and opportunities to develop as actors and in the technical arts.

There is an additional charge for trips on this course.



OVERVIEW

Music is a highly academic and well-respected subject at A Level by universities. In this course, you will be stretched and stimulated by developing advanced listening skills across a range of genres, from jazz to pop, through to contemporary classical music. The course is weighted towards practical musicianship, with the composition and performance units. Depending on your interests, you can customise the A Level towards being more heavily weighted towards performance or composition.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Careers in Music
- Music degrees
- Performance degrees at conservatoire both in the UK and abroad
- Journalism
- Law
- English Literature
- Philosophy
- Any respected university degree

CONTACT

Robert Scamardella
Director of Music
robert.scamardella@bedes.org

ASSESSMENT

60% Composition & Performance
40% Written Exam.

EXAM BOARD AND SPECIFICATION

OCR, H543: A Level Music

FURTHER INFORMATION

Minimum requirement for A Level Music is Grade 7 at GCSE Music, or Grade 5 ABRSM Theory of Music. Pupils are also required to play an instrument or sing at Grade 6 standard. No prior performance exams are necessary.

SHAPE

Social Sciences, Humanities & The Arts for People & The Economy

Business Studies

Economics

Geography

History

Politics

Religion and Philosophy

Head of Faculty

James Whitaker

james.whitaker@bedes.org

Business Studies



OVERVIEW

If you want to be a leader in business, A Level Business Studies should be your essential first step.

A Level Business Studies starts with the essentials of entrepreneurship and works its way through to analysing and evaluating the corporate strategies of multinational companies. During the course, pupils will regularly review news articles, social media sites and specialist publications in order to understand and analyse corporate strategies.

In addition to this, we believe in enabling pupils to experience the corporate environment first hand and try to get pupils out of the classroom to hear from key players in commerce such as managers from ASOS and Pret-A-Manger. Due to its relevance in modern society and the breadth and depth of study, Business Studies prepares pupils for a wide range of degree programmes or a career within any commercial environment.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Business
- Management
- Economics
- Accounting and Finance
- Marketing
- Human Resources
- Law

CONTACT

Barry Jackson
Head of Business & Economics
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ASSESSMENT

100% Examination (no coursework)

2 x AS examinations

2 x A2 examinations

EXAM BOARD AND SPECIFICATION

Cambridge International
A Level Business Studies (9609)

FURTHER INFORMATION

This is an international A Level meaning that pupils take an AS Level at the end of the Lower Sixth.



OVERVIEW

Economics affects the lives of everyone in the world. As a result, a broad understanding of how the economy works is important if we are to make sound financial decisions. This A Level course helps develop pupils' understanding of recent economic events and current issues relating to the UK economy and the international economy. In the first year of the course, pupils have the opportunity to learn why and how the study of economics contributes to our understanding of the modern world, including topics such as international trade, inflation and unemployment.

In the second year, pupils are expected to recognise the worth of economic principles when considering practical, realistic economic problems and issues of the day such as labour markets, economic development and money theory. Economics is a challenging and academically rigorous subject but is stimulating and it forces pupils to develop a viewpoint on the world around them.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Economics
- Business
- Management
- Accounting and Finance
- Marketing
- Human Resources
- Law

CONTACT

Barry Jackson
Head of Business & Economics
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ASSESSMENT

100% Examination (no coursework)

2 x AS examinations

2 x A2 examinations

EXAM BOARD AND SPECIFICATION

Cambridge International
A Level Economics (9708)

FURTHER INFORMATION

This is an international A Level meaning that pupils take an AS Level at the end of the Lower Sixth.





OVERVIEW

The world is currently experiencing change at an unprecedented rate. A Level Geography enables pupils to better understand the incredible planet upon which we live and rely so heavily and the challenges it faces.

Geography at Bede's offers a good balance of human and physical geography. The physical geography topics include coastal environments, hazardous environments and the carbon and water cycles. The human topics include globalisation and global governance, changing places and contemporary urban environments.

A useful and wide range of skills, including fieldwork and research skills, are integrated into the course. Geography also develops digital and mapping, statistical, graphical and ICT skills, all of which are much sought after by future employers. A Level Geography is also highly sought-after by universities and it can facilitate entry into almost any undergraduate degree offered.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Geography
- Ecology
- Climatology
- Environmental Science
- Journalism
- Finance and Investment
- Civil Engineering
- Geology
- Citizenship
- Healthcare
- Statistics

CONTACT

Helena Worrall
Head of Geography
helen.worrall@bedes.org

ASSESSMENT

Two exams worth 80% of the course

Coursework (NEA) worth 20% of the overall grade.

EXAM BOARD AND SPECIFICATION

AQA Geography (7037)

FURTHER INFORMATION

Pupils go away to Slapton Ley in Devon to complete five days of residential fieldwork (additional charge). They also visit the London Docklands, Olympic Park and Brick Lane.

There is an optional overseas visit to Madagascar or Iceland.

There is an additional charge for trips on this course.



OVERVIEW

A Level History is a Russell Group facilitating subject that delivers the high-level critical thinking skills demanded by both universities and employers.

More importantly, the study of the past is inherently colourful, and helps us understand the forces that have helped shape the world we live in. Pupils will study key concepts such as revolution, race relations, equality and the nature of government, all of which are both fascinating and relevant to modern society.

Our course covers Britain & Churchill (1930-97), the American Revolution (1740-96) and US Civil Rights (1865-1992).

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Business & finance
- International development
- Journalism
- Law
- Local government & the civil service
- Medicine & medical research
- Politics
- Researcher
- Teaching & lecturing
- Tourism & the heritage sector

CONTACT

James Whitaker
Head of SHAPE Faculty
james.whitaker@bedes.org

ASSESSMENT

Three exam papers worth 80% of the overall grade
Coursework (NEA) worth 20% of the overall grade

EXAM BOARD AND SPECIFICATION

OCR History A (H505)

FURTHER INFORMATION

Pupils have the opportunity to move beyond the specification, with opportunities, including: Visits to the Churchill War Rooms, University of Sussex HMD events, the Charleston Festival and a residential trip to Washington DC.

There is an additional charge for trips on this course.





OVERVIEW

The development of individual political literacy has never been so important, and collective political awareness is essential if communities are to steer their way through the economic, social and environmental issues that we are confronted with. After all, politics shapes our lives at a local, national and global level.

A Level Politics equips you with the skills and understanding required to navigate through the often polarised and exaggerated views that cloud many of the essential debates that are taking place in our society.

Our course covers UK government and politics, US politics and a range of important political theories such as conservatism, feminism, liberalism and socialism.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Business & finance
- International development
- Journalism
- Law
- Politics
- Researcher
- Teaching & lecturing
- Tourism & the heritage sector

CONTACT

James Whitaker
Head of SHAPE Faculty
james.whitaker@bedes.org

ASSESSMENT

Three exam papers worth 100% of the overall grade

EXAM BOARD AND SPECIFICATION

Edexcel Politics (9PL0)

FURTHER INFORMATION

Pupils have the opportunity to develop their political literacy beyond the specification, including:

- Participation in Model UN and European Youth Parliament debates.
- Participate on in-school elections for the East Sussex Youth Parliament and mock general elections.
- Visits to the Houses of Parliament and the opportunity to meet our local MP are also offered.
- A residential trip to Washington DC. There is an additional charge for this trip.



OVERVIEW

A Level Philosophy is a crucial A Level for anyone who is looking to develop their abilities to think and to write critically and to speak confidently about difficult topics. The essence of philosophy involves turning a critical eye to assumptions we make in our everyday lives and asking what justification can be given for them.

Four topics are covered by the A Level:

- Epistemology (the philosophy of knowledge)
- Ethics (the philosophy of good, bad, right and wrong)
- Metaphysics of God (the nature of God and provability of God's existence)
- Metaphysics of Mind (the nature of the mind and its relationship to the concepts of brain and soul).

In each topic, pupils are introduced to important theories both ancient and modern, and trained to give their own views in a nuanced and sophisticated manner.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

Philosophy is great for anyone wanting to study a SHAPE subject at university, because of the way it teaches you to weigh up evidence and write compelling arguments. Philosophy also places a high emphasis on argumentative clarity and rigour, making it suitable for combination with STEM subjects.

CONTACT

Seán McIntosh
Head of Philosophy
sean.mcintosh@bedes.org

ASSESSMENT

Two exam papers worth 100% of the overall grade.

EXAM BOARD AND SPECIFICATION

AQA Philosophy (7172)

FURTHER INFORMATION

Pupils have access to a very well-stocked departmental library including many philosophical classics. Pupils are encouraged to go beyond the curriculum by participating in or even organising the weekly meetings of the school Philosophy Society.

Inquiry Learning

BTEC Marketing

BTEC Business

BTEC Production Arts

BTEC ICT

BTEC Animal Management

BTEC Psychology

BTEC Media Production

BTEC Music Performance

BTEC Sports Coaching

PSHE

Head of Faculty

Georgina Wainwright
georgina.wainwright@bedes.org



OVERVIEW

Marketing is a major part of everyone's life and anybody who has a clear understanding of business operations is at an immediate advantage. The BTEC Marketing course at Bede's enables pupils to think critically about business behaviour and decision making through real life investigations into successful businesses.

Pupils look into how organisations operate, what their influences are, how they create innovative marketing campaigns, how important effective communication is, as well as researching how they recruit the right employees and manage their finances.

This course has been designed to be very hands-on and the required evidence for assessment is generated through a range of diverse activities, including assignment and project work, case studies, role play, group and individual research, presentations and the creation of advertising campaigns. The course also includes an externally assessed personal and business finance examination.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Economics
- Business
- Management
- Accounting and Finance
- Marketing
- Human Resources

CONTACT

Georgina Wainwright
Head Inquiry Learning
georgina.wainwright@bedes.org

ASSESSMENT

33% Examination
67% Coursework

EXAM BOARD AND SPECIFICATION

Pearson BTEC Diploma/Extended Certificate in Marketing

FURTHER INFORMATION

This course is available as a 'Double BTEC' course worth the equivalent of two A Levels.



OVERVIEW

Business is a major part of everyone's life, no matter who they are. As a result, anybody who has a good idea about how businesses work is at an immediate advantage and for this reason the BTEC Business course at Bede's enables pupils to learn through real life investigations into working businesses. Pupils look into how organisations operate, what their influences are, what they need to do to promote themselves, how important effective communication is, as well as researching how they recruit the right employees and finance within the organisation.

This course has been designed to be very hands-on and the required evidence for assessment is generated through a range of diverse activities, including assignment and project work, case studies, role play, group and individual research, presentations and the creation of advertising campaigns. The course also includes an externally assessed personal and business finance examination.

Those pupils who find examinations a challenge should consider the similar BTEC Marketing course where the examinations component is reduced.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Economics
- Business
- Management
- Accounting and Finance
- Marketing
- Human Resources

CONTACT

Georgina Wainwright
Head of Inquiry Learning
georgina.wainwright@bedes.org

ASSESSMENT

58% Examination
42% Coursework

EXAM BOARD AND SPECIFICATION

Pearson BTEC Level 3 National Certificate in Business

BTEC Production Arts Practice



OVERVIEW

Modern production arts teams have to meet a range of broad and varied requirements. Teams must be responsive to production and creation contexts, and understand how the director's vision – and venue limitations – can affect the outcome. The BTEC Diploma, equivalent in size to 1.5 A Levels, is for learners looking to study production arts offers pupils the opportunity to develop their technical and performance skills over their course of study through a process of self-evaluation, practice and review, which are key skills for progression to higher education. The qualification also supports learners in building their own comprehensive personal portfolio in preparation for entry to employment in the production arts industry or higher education.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Technical theatre
- Design
- Stage management
- Lighting
- Media and performance

CONTACT

Will Rennison
Head of Academic Drama
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ASSESSMENT

100% Coursework

EXAM BOARD AND SPECIFICATION

Pearson BTEC Level 3 National Foundation Diploma in Production Arts Practice



OVERVIEW

BTEC IT enables pupils to understand how hardware, software, devices and applications are created and deployed, bringing the digital world alive. The course can be delivered as six units which is equivalent to 1.5 A Levels, or pupils can take four units which is equivalent to a single A Level.

Pupils complete six discrete units over the duration of the two year course. Three units are studied in the Lower Sixth, which all pupils must complete. These include an examined unit in which the pupils learn how networks are developed and how businesses use the internet for communicating with customers and employees, as well as the risks from online threats.

The second unit helps pupils learn how to create databases using MS Access and the third unit provides pupils with the opportunity to delve deeply into spreadsheets, using MS Excel.

During the Upper Sixth, pupils complete internally assessed units on developing websites, learning how to program using Python, and understanding how businesses use social media to build marketing campaigns and interact with customers.

The fundamental aim of the course is to enable pupils to think about IT in the workplace.

Pupils achieve either a Pass, Merit or Distinction, depending on their overall grades across each individual unit.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

These skills are transferable; a course in IT will be a very good fit with Business, Media, DT, Music or Science.

CONTACT

Chris Betts
Head of Computer Science
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ASSESSMENT

29% Examination
61% Coursework

EXAM BOARD AND SPECIFICATION

Pearson BTEC Foundation Diploma in IT

FURTHER INFORMATION

Pupils have the opportunity to visit EGX in the Autumn Term and the BETT show in the Spring Term as well as an Amazon Distribution Centre. Pupils can also take part in a range of masterclass sessions throughout the year on web development, programming and networking.



BTEC Animal Management



OVERVIEW

Animals, their conservation and welfare are becoming increasingly important in a world where biodiversity is now constantly under threat.

Broadly equivalent to one GCE A Level, the BTEC Extended Certificate in Animal Management has been enormously successful. Most of the course is taught in our purpose build Animal Unit and Zoo on the school campus, but we also have excellent links to Drusillas Zoo (where the majority of our pupils complete their work experience), ZSL London Zoo and local farms and veterinary surgeries to ensure that our the course is truly vocational in nature.

This course has been designed to be very hands-on and the required evidence for assessment is generated through a range of diverse activities, including assignment and project work, animal handling and observation, practical husbandry techniques and vocational work placements in industry.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- BSc Applied Zoology
- BSc Animal Behaviour
- BSc Animal Management
- BSc Veterinary Nursing (with A Level Biology taken alongside this qualification)
- Apprenticeships in Zoo Keeping or Pet Shop Management

CONTACT

Paul Juniper
Head of Animal Management
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ASSESSMENT

33% Exam
67% Coursework

EXAM BOARD AND SPECIFICATION

Pearson RQF L3 National Extended Certificate

BTEC Sports Coaching



OVERVIEW

The Academic PE Department offers two courses at Bede's within the Sixth Form: The BTEC Level 3 National Diploma in Sports Coaching and Development (equivalent to two A Level options) and the BTEC Level 3 National Extended Certificate in Sports Coaching (equivalent to one A Level option). Pupils are assessed continually throughout the course.

Universities widely respect both courses and the benefits it offers to pupils in terms of transferable skill sets. During the course, pupils will carry out research projects, use case studies to explore complex and unfamiliar situations, as well as demonstrate practical and technical skills using appropriate processes. Pupils will develop their academic writing skills throughout the course.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- BA Sport and Physical Education
- BSc Sport and Physical Education
- BSc Sport Psychology, Coaching & Physical Education
- BA Sport, Coaching & Physical Education (Hons)
- BSc Sports Science
- Apprenticeship in sport, coaching, health & fitness

CONTACT

Ali Rowsell
Head of Academic PE
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ASSESSMENT

100% coursework assessed.

EXAM BOARD AND SPECIFICATION

Pearson BTEC Diploma/Extended Certificate in Sport

FURTHER INFORMATION

Sports leadership and coaching experience is recommended prior to selecting the course, but not essential. Pupils will need Bede's PE kit and sports coaching resources such as a whistle prior to starting the course.

This course is available as a 'Double BTEC' course worth the equivalent of two A Levels.



BTEC Psychology



OVERVIEW

The BTEC course allows pupils to consider the application of the psychological approaches to aggression, gender and consumer behaviour, as well as the psychology of health related behaviours such as addictions and stress. We also explore how we can treat such ill health problems.

It is also important to note that underpinning all these areas is Research Methods, where we will look at how psychological research is carried out and interpreted.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Psychology
- Nursing
- Business
- Sports Science
- Mental Health Nursing
- Law
- English
- History

CONTACT

Yvette Stainsby
Head of Psychology
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ASSESSMENT

50% exam
50% coursework

EXAM BOARD AND SPECIFICATION

Pearson BTEC Extended Certificate in Applied Psychology

BTEC Media Production



OVERVIEW

If pupils to learn how to plan, shoot and edit films, whatever the type? Then this is the course for them. Over the two years, we study pre-production techniques, storyboarding, lighting, sound design, camera techniques, editing, green screen, studio and location shoots. We also work with music and a wide range of post-production and special effects software.

At every stage of the process, Media Production pupils receive comprehensive training and then put their skills to test across a wide range of practical tasks. Pupils also learn how to pitch projects to clients, how to design and deliver presentations and how to work with media production companies in the real world. The course is designed to be both very hands-on and highly flexible, enabling pupils to explore their own creative interests while receiving continuous feedback on their work as the course progresses.

CONTACT

Rick Williams
Head of Media
richard.williams@bedes.org

ASSESSMENT

100% coursework

EXAM BOARD AND SPECIFICATION

Pearson BTEC Edexcel Subsidiary Diploma A Level 3- Creative Media Production

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Photography
- Film Production/Editing
- Journalism
- Graphic Design
- Advertising
- Marketing
- Web Design
- Sound Design
- Fashion

BTEC Music Performance



OVERVIEW

If your child interested in a career in Music? Do they want to learn more about the inner workings of the music industry? If so, BTEC Music Performance is the right course for them.

By studying BTEC Music, they will learn about ensemble performance skills, practice techniques, and how to put on their very own live music event. The course has a large emphasis on live performance, and the development of practical music skills. They will also explore performances of various styles across many genres, including jazz, blues, soul, reggae, country, rock, funk and pop. They will also have the opportunity to work in our state-of-the-art recording studio, learning how to write their own songs and recording them to a professional quality.

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

- Music degrees
- Performance degrees
- Live event management
- Music journalism
- Music therapy
- Contemporary music degrees

CONTACT

Robert Scamardella
Director of Music
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ASSESSMENT

100% Coursework

EXAM BOARD AND SPECIFICATION

Pearson BTEC Subsidiary Diploma in Music (Performance)

FURTHER INFORMATION

Instrumental and vocal lessons are recommended, but not essential.



OVERVIEW

Personal, Social, Health and Economic (PSHE) education supports pupils to develop knowledge, skills and attributes needed to stay healthy, safe and prepare them for life and work in the modern world. PSHE education helps pupils to achieve your academic potential, and equips pupils with skills they will need in the future.

Core themes;

- Health and Wellbeing
- Relationships
- Living in the wider world

PSHE at Bede's is delivered across all areas of the school including lessons, tutor time, assemblies, workshops, chapel, in the Health and Wellbeing Centre, sign-posting to online resources, and more.

In the Sixth Form, pupils have a weekly one hour PSHE lesson with their tutor. These lessons will cover topics linking with the core themes.

CONTACT

Pamela Nikiteas
Head of PSHE
pamela.nikiteas@bedes.org

ASSESSMENT

In class assessments to support pupil attainment, and to assess progress summatively, formatively and ipsatively.

FURTHER INFORMATION

PSHE is an important and necessary part of all pupils' education. Relationships and sex education (RSE) is compulsory for all secondary school pupils.

OVERVIEW

The Extended Project Qualification gives pupils an opportunity to carry out an extended research project on a personally chosen topic. It is designed to develop pupils' critical, reflective, problem-solving and independent learning skills, and supports pupils with the transition to higher education or the world of work. It is equivalent to a further half A level.

The project outcomes may take the form of, a written dissertation, a scientific investigation/ field study, a performance or an artefact and is led by pupil choice. The best part of the project is that you can investigate pretty much anything that you would like to research!

Pupil Views of the Extended Project

"Doing the Extended Project gave me the necessary skills for researching topics and producing extended essays and dissertations.... I am really pleased that I had the opportunity to practise these skills before I came to university."

RELEVANT UNIVERSITY COURSES & TRANSFERABLE SKILLS

Many universities encourage pupils to carry out Extended Projects because they are excellent preparation for study in higher education.

The EPQ aids the development of many key skills such as independent learning, research and critical thinking which are valued by both employers and universities.

CONTACT

Georgina Wainwright
Head of Inquiry Learning
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ASSESSMENT

100% coursework

EXAM BOARD AND SPECIFICATION

Pearson Edexcel Level 3 Extended Project

Learning Enhancement

Learning Enhancement

Maths and English GCSE Retakes

Learning Enhancement

OVERVIEW

Bede's has a thriving Learning Enhancement department staffed by highly qualified, specialist teachers, who aim to ensure equality of access for pupils who may have additional learning needs.

On joining Bede's, Sixth Form pupils with additional needs are assessed to confirm they continue to require exam access arrangements. Our learning enhancement specialists will determine the most appropriate access arrangements (for example, extra time or the use of a scribe) in public examinations.

In our Sixth Form, Learning Enhancement support takes the form of one-to-one lessons with specialist staff, specifically tailored to meet individual needs. Learning enhancement teachers at Bede's work closely with subject teachers and tutors to support pupils with their Sixth Form studies.

There is great flexibility in terms of the level of learning enhancement support pupils may require – some pupils will choose several one-to-one lessons per week whilst others may opt for a fortnightly lesson.

CONTACT

Catherine MacGregor
Director of Learning Enhancement
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FURTHER INFORMATION

Additional charges apply for one-to-one Learning Enhancement lessons, currently charged at £70 per hour.

Maths and English GCSE Retakes

OVERVIEW

For pupils who need to retake their Maths or English GCSE Bede's can offer the perfect opportunity to build confidence and work towards the grade that they need. We offer a range of programmes to help pupils who need a little extra help to those who need a greater degree of support.

Some pupils may just require some extra help to get them over the line; and for those pupils we invite them to join regular Extra-Curricular sessions. They'll be supervised by a member of the Maths and/or English Department who will meet with them regularly to review progress.

Other pupils may require a more intensive programme and we offer one-to-one Learning Enhancement lessons to help nurture and support pupils aiming to pass their GCSE Maths or English. These lessons are designed to help build confidence and are tailored to individual needs in the subject.

Both approaches are designed to work with the individual's needs and the Head of Sixth Form (Academic) can discuss which route might be suitable.

CONTACT

Catherine MacGregor
Director of Learning Enhancement
catherine.macgregor@bedes.org

ASSESSMENT

100% Examination
Retake Examinations take place in November and June.

EXAM BOARD AND SPECIFICATION

Pupils enter the same exam board as they sat their original GCSEs.

FURTHER INFORMATION

Additional charges apply for one-to-one GCSE Retake lessons, currently charged at £80 per hour.

Entrance Threshold

The standard requirement for Sixth Form programmes is listed below. In addition to this, pupils must have passed at least one of English Language or Mathematics at GCSE.

For A Level courses we would expect pupils to achieve at least six 9-6 grades at GCSE. For BTEC courses we would expect pupils to have scored at least five 9-4 grades at GCSE.

The table to the below gives the breakdown of the minimum required grades to study that subject at Sixth Form.

<i>Subject</i>	<i>Qualification</i>	<i>Minimum Requirement</i>	<i>Notes</i>
Art	A Level	6 Art-based subject	It may be possible for pupils to take Art A Levels with a lower GCSE profile; the Art Department will consider each pupil's merits on an individual basis
Biology	A Level	7-7 Combined Science or 7 Biology 6 Mathematics	
Business	Cambridge International A Level	6 Business (or nearest equivalent) 6 English Language	Pupils taking more than one essay-based subject (that is, a humanity, or English Literature) must have achieved grade 7 in those subjects
Business	BTEC	A minimum of five 9-4 grades at GCSE	
Ceramics	A Level	6 Art-based subject	It may be possible for pupils to take Art A Levels with a lower GCSE profile; the Art Department will consider each pupil's merits on an individual basis
Chemistry	A Level	7-7 Combined Science or 7 Chemistry 7 Mathematics	
Dance (Performing Arts)	BTEC	A minimum of five 9-4 grades at GCSE	
Design Technology	A Level	6 Design Technology	
Economics	Cambridge International A Level	7 Business or 7 Economics If not taken 7 English Language	Pupils taking more than one essay-based subject (that is, a humanity, or English Literature) must have achieved grade 7 in those subjects
English Literature	A Level	6 English Literature and 6 English Language	Pupils taking more than one essay-based subject (that is, a humanity, or English Literature) must have achieved grade 7 in those subjects
French	A Level	7 French	
Further Mathematics	A Level	8 Maths	
Geography	A Level	6 Geography (or nearest equivalent) 6 English Language	Pupils taking more than one essay-based subject (that is, a humanity, or English Literature) must have achieved grade 7 in those subjects
German	A Level	6 German	Many pupils begin German later; this is why the GCSE grade required is lower than for the other MFL subjects
History	A Level	6 History (or nearest equivalent) 6 English Language	Pupils taking more than one essay-based subject (that is, a humanity, or English Literature) must have achieved grade 7 in those subjects

<i>Subject</i>	<i>Qualification</i>	<i>Minimum Requirement</i>	<i>Notes</i>
Latin	A Level	7 Latin	
Mandarin	A Level	7 Mandarin	
Marketing	BTEC	A minimum of five 9-4 grades at GCSE	
Mathematics	Cambridge International A Level	7 Maths	A good level of algebra is required otherwise pupils will struggle with this course.
Media	BTEC	A minimum of five 9-4 grades at GCSE	
Media Studies	Cambridge International A Level	6 Media If not taken 6 English Literature	
Music	A Level	7 Music	We would expect A Level Musicians to have passed their Grade 5 in Music Theory if GCSE Music has not been taken.
Music Performance	BTEC	A minimum of five 9-4 grades at GCSE	
Photography	A Level	6 Art-based subject	It may be possible for pupils to take Art A Levels with a lower GCSE profile; the Art Department will consider each pupil's merits on an individual basis
Philosophy & Theology	A Level	6 Religious Studies (or nearest equivalent) 6 English Language	Pupils taking more than one essay-based subject (that is, a humanity, or English Literature) must have achieved grade 7 in those subjects
Physics	A Level	7-7 Combined Science or 7 Physics 7 Mathematics	
Politics	A Level	6 History (or nearest equivalent) 6 English Language	Pupils taking more than one essay-based subject (that is, a humanity, or English Literature) must have achieved grade 7 in those subjects
Production Arts	BTEC	A minimum of five 9-4 grades at GCSE	
Psychology	A Level	6 Mathematics 6 English Language	
Psychology	BTEC	5 English Language 5 Mathematics A minimum of five 9-4 grades at GCSE	
Spanish	A Level	7 Spanish	
Sports Coaching	BTEC	A minimum of five 9-4 grades at GCSE	
Drama and Theatre	A Level	6 Drama	

Frequently Asked Questions:

Why do we impose these criteria for entry onto each course?

These barriers exist in order to try to make sure that pupils take courses in which their chances of success are the highest. A Level and BTEC courses impose certain demands upon those that follow them: we do not believe that it is ethical to allow pupils to start courses if their previous record of achievement suggests that their chances of success are severely limited. Our aim is to ensure pupils are best placed to be able to succeed in applying to university or other pathways. To put them on the wrong courses would be to not only limit their aspirations but also to put a 'brake' on the progress of other pupils.

Do other schools and colleges impose similar barriers to entry for Sixth Form courses?

Yes, the overwhelming majority of schools and colleges do. Certainly, there will be establishments that will allow pupils to start such courses with lower grades than we expect at Bede's. However, our experience suggests that the grades we request are reasonable and realistic, and that pupils who are permitted to start courses for which they are not qualified are unlikely to be able to complete those courses successfully.

Will you make exceptions?

No. It is our belief that these requirements are fair, and balanced. That said, these criteria enable a variety of different routes, enabling each pupil to find their right path. Ultimately, we want all pupils to be able to study the right courses.

Why are the thresholds for entry to BTEC courses lower than those for A Level courses?

The assessment in BTEC courses is on-going, enabling pupils taking such courses to be much more closely monitored as they undertake these courses. In addition, this model of continuous assessment suits some pupils better than a terminal exam – as seen in A Levels and most GCSEs.

If a pupil has not completed a GCSE programme, or has only completed a limited GCSE programme, can they still access the Sixth Form at Bede's?

Each pupil will be considered within the context from which they have applied to join the Sixth Form. The same principle holds true, however: pupils need to have demonstrated the aptitude to approach the courses that they wish to follow.

The school reserves the right to guide all pupils towards specific courses if, in our opinion, the pupil's best interests are served by following a particular programme.





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