

BEAL HIGH SCHOOL

SIXTH FORM PROSPECTUS

2010 – 2011



Courses Offered
AS / A2
BTEC/Diploma/
Entry Level Courses

ENTRY REQUIREMENTS AND EXPECTATIONS

BEAL HIGH SCHOOL SIXTH FORM

INTRODUCTION

Beal High School has a large, **outstanding** Sixth Form. It is **popular** and oversubscribed. The Sixth Form is culturally diverse and inclusive.

According to the last Ofsted Inspection of December 2006:

“The Sixth Form is very popular and students’ achievements are consistently high. A level results are outstanding, with 99% of students passing their A levels. Students make excellent progress and achieve very high standards. The Sixth Form is in the top 5% of UK school sixth forms.”

Teaching and Learning at Post-16 have been a priority and our achievement demonstrates that this focus has been **successful**. Examination results in the Sixth Form are excellent and reflect the potential of the students. In 2009 25 Year 13 students achieved straight A grades in their A Level subjects while students pursuing the applied learning pathway of BTEC courses were also very successful achieving a 100% pass rate on these courses. Beal students gained entry to some of the country’s leading universities, for example, UCL, Warwick and York. In London Queen Mary’s and Brunel remain popular choices amongst our students and further afield, Manchester, Southampton and Loughborough were popular destinations this year. The most able students are encouraged to apply for university places at Oxford and Cambridge and we offer a comprehensive support package for those students. As a result of these achievements, the Sixth Form is a motivating factor in the school’s success at Key Stage 4.

Student progress is monitored against carefully calculated Starter Grades and it is discussed with students/reported to parents at regular intervals. **Achievement** is celebrated, both formally and informally.

Lifelong Learning is central and the curriculum offers opportunities for students to prepare for life after Sixth Form. There is a formal programme of Curriculum Enrichment, an offer to study Critical Thinking and timetabled PSHE sessions. Information, advice, guidance and careers education is central to the progression of students beyond the Sixth Form, and it is supported by the work of Connexions. There is an excellent record of entry into Higher Education, with over 90% of students progressing directly to Higher Education each year. Preparation for Higher Education was described as ‘exemplary’ by OFSTED in 2006.

Sixth Form students make a **valuable** contribution to the community work of the school and enhance their own learning through their involvement in the many Pastoral and Curriculum initiatives taking place, e.g. academic mentoring and a wide variety of extra-curricular activities, such as the national Young Enterprise Programme and Debating Society.

There is a **positive** ethos in the Sixth Form and a **calm, confident and business-like** atmosphere. The accommodation is in the heart of the school and Sixth Formers are clearly visible to the younger students. They provide excellent **role models** and a sense of **aspiration**. Students are motivated and relationships with staff are excellent. The Sixth Form students are **proud** of their school and they are keen to **succeed**.

Successful, effective, confident, proud ...

if you want to take part in this ‘Outstanding’ Sixth form experience, keep reading!

SIXTH FORM OPTIONS

Wide-ranging developments are taking place in 14-19 education. The aim is to give every young person the opportunity to maximize their opportunities in life – personal and professional. An important way that this will be achieved is by increasing curriculum breadth, choice and flexibility. At Post-16 this should mean:

'A system where all young people have opportunities to learn in ways which motivate and engage them and, through hard work, to qualify themselves for success in life.'

To achieve this, at Beal High School, students will do a combination from the following:

In Year 12:

- ◆ a one year BTEC Level 2 course
- ◆ the first year of a BTEC Level 3 course
- ◆ three or four AS level courses
- ◆ a combination of a BTEC Level 3 course with one or 2 AS levels
- ◆ in some circumstances, two BTEC Level 3 courses (Business and Sport)
- ◆ Diploma in Media
- ◆ Beal Sixth Form Extension Programme
- ◆ PSHE and Curriculum Enrichment
- ◆ Critical Thinking
- ◆ Students on the Transition Course will follow a personalised learning programme

In Year 13:

- ◆ the first year of a BTEC Level 3 course (following on from a Merit at BTEC Level 2)
- ◆ the second year of a BTEC Level 3 course
- ◆ three or four A2 level courses
- ◆ a combination of a BTEC with one A2 level
- ◆ Diploma in Media
- ◆ Beal Sixth Form Extension Programme
- ◆ PSHE
- ◆ Students on the Transition Course will follow a personalised learning programme

CHOOSING THE RIGHT COURSE:

All applicants will receive advice and guidance on the programme most appropriate for them. For example, some students will study for three AS levels, others for four. The most able students may consider a fifth option – AS Critical Thinking. Some students will study for a combination of AS and BTEC awards. Guidance will be based on aptitude and ability and all decisions will be dependent on meeting entry requirements and timetable availability.

When completing their application forms, students will be asked to detail the courses and subjects which interest them and for which they show an aptitude. All Beal students will be offered two guidance sessions where they will have the chance to discuss the best combination of subjects to suit their aptitude, ability and aspirations. These sessions take place in November and April of Year 11.

Whilst we make every endeavour to satisfy the subject choice of every student, there may be occasions when this will not be possible. On application, students will be asked to prioritise their course choices. Our aim will be to ensure that we provide the first three choices given as priority. Students will be reminded of this as part of the Induction Programme.

ENTRY CRITERIA

The entry criteria are based on our desire for all students to realise their own potential and on advice from University Admissions Tutors and employers. From experience we know that for students to be successful at Post-16 they must have a solid academic base and the potential and motivation to build upon it. We are proud of our Sixth Form and have set criteria that will ensure we maintain the high standards we have achieved.

To guarantee a place to study for Advanced Level courses, students must:

- ◆ achieve at least 5 A*-C passes at GCSE level or equivalent (including the core subjects English, Mathematics and Science).

To guarantee a place to study for BTEC Level 2 courses, students must:

- ◆ achieve 5 A*-E passes at GCSE level. We recommend that these include the core subjects (English, Mathematics, Science).

To guarantee a place to study for BTEC Level 3 courses, students must:

- ◆ achieve 5 A*-C passes at GCSE level (including English, Mathematics and Science) and a Merit at the relevant BTEC Level 2 course, if studied.

To guarantee a place to study for Level 3 Diploma courses, students must:

- ◆ achieve 5 A*-C passes at GCSE level (including English, Mathematics and Science) and a Merit at the relevant Level 2 BTEC course or grade C in GCSE Media Studies, if studied.

To guarantee a place to study on the Transition course, students must:

- ◆ have a Statement of SEN for Social Communication Difficulties or Learning Difficulties and be working at entry level.

In addition, all students must:

- ◆ meet the specific additional entry requirements for the chosen subjects. (See course descriptions);
- ◆ be a motivated, enthusiastic, independent learner;
- ◆ be prepared to set realistic targets and work hard to achieve them. Seek and act upon advice from tutors;
- ◆ understand and accept the responsibilities that apply to Sixth Form students in a school situation.

APPLICATIONS AND OFFERS

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

- The closing date for all applications is Friday 5th March 2010.
- Applications received after this date will be considered but offers may not be made until after the GCSE results.

All applications will be acknowledged and selected applicants may be invited for a further guidance session. Successful students will be made individual, conditional offers, based on their ability to meet the entry criteria. They will be invited to our Introduction Day and given details of registration for September 2010.

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

PSHE

The aim of PSHE is EMPOWERMENT - empowering young people to make appropriate decisions concerning their own well-being and development. Our programme prepares our students for the opportunities, responsibilities and experiences of life and encompasses all the elements of the 'Every Child Matters' agenda.

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

Below is an outline of the wide range of subjects covered by Personal, Social and Health Education:-

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



CURRICULUM ENRICHMENT

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

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

NB: The list below is for the current year 2009-2010. This is subject to change for 2010-2011.

- Office Administration
- Physical Education support
- Fitness Suite
- Sports Coach
- Art Club
- Environmental Club
- English Buddy
- Bilingual Support
- Keyboard Club
- Science Club
- Question Time
- Young Enterprise
- Music Production
- Pro-Share Investor
- First Aid
- Pre-Driving
- Debating Society
- Basic Cooking Skills
- Voluntary Work
- Media Production
- Hidden Histories



MOVING INTO YEAR 13

Assessment of BTEC and AS modules will take place at the end of Year 12. It will be necessary to pass the modules to continue studying the subject in Year 13. **Students who get a grade U in Year 12 will not be allowed to continue the subject into Year 13.** Students who achieve a U in 2 or more subjects will not be allowed to continue into Year 13. Students will have **one** opportunity to re-sit modules taken in Year 12 in order to improve their grades. This will be in January or June of Year 13 and is at the discretion of the Head of Department.

Students following BTEC courses must pass all units assessed in Year 12 in order to progress to the second year of the course in Year 13. These assessments will be finalised by the end of the summer term in Year 12 (July 2011).

DIPLOMA students must pass functional skills in English, Mathematics and ICT as well as their additional learning AS Level in Year 12 if they are to progress to Year 13 and qualify in the Diploma.

At the start of Year 12 students will be asked to sign a contract. This forms the first stage of our disciplinary procedure. **Students who do not fulfil the terms of the contract, or who reach the final stage of the disciplinary procedure, will not be allowed to move into Year 13.**

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

REQUIREMENTS FOR SUCCESS

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

We make a commitment to our students and in return ask them to sign a contract agreeing to match our commitment.

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

A successful student will:

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

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

For help with decisions at 16 and beyond try:

www.londongt.org.uk/aschoices, www.aimhigher.ac.uk/dontstop,
www.16pluspathways.com and www.ucas.com

WHO'S WHO AT BEAL?

Chairman of Governors	Councillor A E Weinberg
Headteacher	Ms S Snowdon
Deputy Headteacher - Learning	Ms T S Wilmot
Deputy Headteacher – Support & Raising Achievement	Mr W Thompson
Director of Sixth Form	Mr M Smith
Assistant Director of Sixth Form – Raising Achievement	Mr N Baker
Assistant Director of Sixth Form – Support	Ms S Vadher
Sixth Form Student Advisor	Ms B Jarrett
Examinations Officer	Mr C Brown
Head Girl (2009/2010) Head Boy (2009/2010)	Jaspreet Sangha Resham Matharu
Sixth Form Administration	Mrs V Goldreich Mrs R Jivraj

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

Website: www.bealhighschool.org.uk

Telephone number: 020 8551 9378

Fax: 020 8551 9249

Email: vgoldreich.317@lgflmail.org

WHO TO CONTACT

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

SUBJECT	CONTACT	BOARD
Art & Design	Ms S Austin	Edexcel
Biology	Ms S Zaneb	Edexcel
Business Studies	Mr T Punter	AQA
Business BTEC Levels 2 and 3	Ms T Van Straten	AQA
Chemistry	Ms S Zaneb	OCR (Salters)
Computing	Mr J Jackson	AQA
Critical Thinking	Mr N Baker	OCR
Design & Technology	Mr C Gregory	Edexcel
Drama	Ms S Loades	Edexcel
Economics	Mr T Punter	AQA
English Language and Literature	Mr E Macleod	AQA
English Literature	Mr E Macleod	AQA
Extension Programme	Mr M Smith	AQA
French	Mrs M Adair	Edexcel
Geography	Mr D Twitchett	WJEC
History	Mr K Larder	OCR
Home Languages	Ms A Baxter	Various
IT Practitioners BTEC Level 3	Mr J Jackson	Edexcel
Law	Mr N Baker	OCR
Mathematics/Further Mathematics	Mr D O'Regan	Edexcel
Media Studies	Ms J Roberts	OCR
Media Studies Diploma	Ms J Roberts	Edexcel
Music	Mr J Herring	OCR
Performing Arts BTEC Level 3	Ms S Richards	Edexcel
Photography	Mr P Thomas	Edexcel
Physics	Mr G Grewal	OCR
Politics	Ms M McCarthy	AQA
Product Design – Textiles	Ms C Sheriff	AQA
Psychology	Ms S Zaneb	AQA
Religious Studies	Mr M Leonard	Edexcel
Science BTEC Level 3 (Forensic/Medical)	Ms E Egharevba	Edexcel
Sociology	Ms M McCarthy	AQA
Spanish	Ms A Law	Edexcel
Sport (Development, Coaching & Fitness) BTEC Level 3	Ms S Richards	Edexcel
Transition Course	Mrs A Wright	Various

ART AND DESIGN

ENTRY REQUIREMENTS:

A minimum of a grade C in GCSE Art & Design or a Merit in BTEC Art & Design is required for this course. However, students will need to be committed and self-motivated to cope with the rigorous demands of this course. In addition to this it is also important to consider that due to the observational drawing requirements, students are advised that they have a much greater chance of success if they have shown a keen and high level of focus in this area. Students should also be aware of the emphasis now placed on critical studies (artist research and analysis) and this draws heavily on skills developed in GCSE English.

DETAILS OF COURSE:

The course builds on work undertaken in GCSE Art and follows a modular/unit structure. The AS GCE may be awarded as a discrete qualification or contribute to 50% of the total Advanced GCE marks.

Examination Board: Edexcel

Assessment:

GCE Art & Design comprises four units and contains an

Advanced Subsidiary (AS) subset of two AS units.

GCE AS Art & Design is made up of two units:

Unit 1: AS Art & Design Coursework

Unit 2: AS Externally set assignment - externally set theme and internally marked.

The AS GCE is the first half of the GCE course and consists of the 2 units mentioned above.

It may be awarded as a discrete qualification or contribute to 50% of the total Advanced GCE marks.

GCE Advanced Art & Design is made up of two units:

Unit 3: A2 Art & Design Coursework – Practical work and a Personal Study

Unit 4: A2 Externally Set Assignment - externally set theme and internally marked.

The full Advanced GCE award consists of the two units (Units 1 and 2), plus two A2 units (Units 3 and 4). To be awarded a Full GCE Art & Design the student must complete all 4 units.

Each unit is assessed separately out of 80 marks using the assessment objectives (see chart).

On the completion of the A2 course, marks are combined with those achieved at AS in a final GCE grade from A* - E.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

This is a demanding course requiring personal motivation and self-discipline. Tight deadlines require time management, a great deal of hard work and determination. A genuine interest in visiting art galleries (both with school and independently) and in maintaining the development of personal work journals is essential. Although basic materials will be provided, students will need to purchase a range of materials for their independent study.

ASSESSMENT:

This is a combination of coursework units (a Unit 1 for AS, and Unit 2 for A2) and examination units (a Unit 2 for AS and Unit 4 for A2). Coursework counts for 60% of the award, and the examination component counts for 40%, making a total of 100% (for full A2).

For each unit students will need to satisfy the requirements of 4 Assessment objectives.

A01	Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	25%
A02	Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.	25%
A03	Record in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.	25%
A04	Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements.	25%

For each unit students are required to keep a 'work journal'. This is a combination of sketchbook and critical studies, which documents the development of their own work and their links with other artists' work. Submissions must include evidence of:

Unit focus:

- Generating of ideas and research from wide area of primary and contextual sources
- Recording findings both in visual and written analysis
- Experimenting with media and processes
- Development and refining of ideas, media and processes towards a final piece
- Final piece/s

Workshop events that run during school holiday times are compulsory for Art students to experience painting and drawing with a more sustained period to accomplish more resolved pieces.

There are opportunities for students to produce work that will satisfy some of the key skill requirements.

THE FUTURE:

GCE Art is a challenging and stimulating course and now that critical understanding is incorporated into the assessment, most universities will accept this on a par with other GCE A2 qualifications. (Individual students should check this when applying to universities.)

Students will build a quality portfolio of artwork during the course which will enable them to gain access to further Art education - either for application to Art Foundation (which is recommended – UCAS Route B) or direct application to Art & Design courses (UCAS Route A).

The creative, intellectual organisation and practical skills developed through Art, provide valuable study and life skills which will be invaluable to students aiming to pursue other careers too. The field of opportunity for people with an Art qualification is very wide ranging and Art provides a way in to many vocational pathways.

A2 exam piece by Tommy Illing



BIOLOGY

ENTRY REQUIREMENTS:

A minimum of two B grades in Science. Mathematics and English at C grade or above are strongly recommended.

DETAILS OF COURSE:

Students will follow the Edexcel GCE Biology specification, designed to engage and inspire students by showing how an understanding of many contemporary issues requires a grasp of fundamental biological ideas. Students will follow the context led approach to the content of the specification which is taught through real life biology. This approach begins with the consideration of an application that draws on many different areas of Biology and then moves on to the underlying biological concepts of this application.

There is quite a strong electronic component to the course that can be accessed either via a CD-ROM or via the internet. Animations will help you understand the difficult bits of biology. There are also tutorials to help you with the chemistry you meet in biology, mathematics tutorials, review tests, more formal end of topic tests and an interactive glossary.

You can find out more about the course and hear from students and teachers at www.advancedbiology.org.

AS:

- ◆ Unit 1 – Lifestyles, Transport, Genes and Health (6B101)
- ◆ Unit 2 – Development, Plants and the Environment (6B102)
- ◆ Unit 3 – Practical Biology and Research Skills (6B103)

A2:

- ◆ Unit 4 – The Natural Environment and Species Survival (6B104)
- ◆ Unit 5 – Energy, Exercise and Co-ordination (6B105)
- ◆ Unit 6 – Practical Biology and Investigative Skills (6B106)

QUALITIES AND COMMITMENT EXPECTED FROM STUDENTS:

This is a rigorous course which requires a dedicated work ethic, as well as a committed approach to independent study. Students have to produce coursework that counts towards their final grades. It is probable that students will be required to attend a one day visit to London Zoo in Year 12 in preparation for coursework (free entry). It is also possible that students will be required to attend a field study course (may be residential) in Year 13 – the cost of this will be approximately £100-£150.

ASSESSMENT:

Advanced Subsidiary Level (AS) – Year one

- ◆ Unit 1 - Written exam paper
- ◆ Unit 2 - Written exam paper
- ◆ Unit 3 - At AS, the coursework includes a written report either on a biological issue that interests you or on a visit to a place you have been to where biology is used. The other aspect of the coursework is based on the practicals you do.

Advanced Level (A2) - Year two

- ◆ Unit 4 - Written exam paper
- ◆ Unit 5 - Written exam paper
- ◆ Unit 6 – Students will complete an individual investigation.

The examinations in SNAB are pretty much like those in any advanced biology course, but they reward your ability to reason biologically and to use what you have learnt in new concepts.

THE FUTURE:

The A level Biology course is an excellent starting point for many professional careers. Traditional areas include Medicine, Dentistry, Pharmacy, Optometry 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.

BUSINESS STUDIES - ADVANCED LEVEL

ENTRY REQUIREMENTS:

A minimum of Grade C or above in Business Studies GCSE or a Merit in BTEC Business, level 2, if you studied either of these. In addition, grade C passes in English and Mathematics GCSE are required.

DETAILS OF THE COURSE:

At AS level, the course introduces students to the challenges and issues of starting a business. It then focuses on how established businesses might improve their effectiveness.

Unit 1 - Planning and Financing a Business

Unit 2 - Managing a Business

If you opt to continue with Business Studies into the second year, there are a further 2 modules. These will look at strategies for larger businesses and how managers can measure the performance of the business. You will also look at the external factors that influence business organisations and the ways that a business can manage change through leadership style and business culture.

Unit 3 - Strategies for Success

Unit 4 - The Business Environment and Managing Change

QUALITIES AND COMMITMENT EXPECTED FROM YOU:

Previous business knowledge is not essential, but if you don't have a genuine interest in the world of business the subject may not be for you. You should be aware of current affairs and be prepared to read the business sections of newspapers. You will enjoy Business Studies if you are able to work independently, meet deadlines, reflect on your progress and take control of your development. In short, if you can think and act like an entrepreneur, you'll find real success in this subject.

THE FUTURE:

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



BTEC NATIONAL CERTIFICATE IN BUSINESS – LEVEL 3

ENTRY REQUIREMENTS:

Students are expected to have achieved a minimum of five GCSEs, grades A-C or have achieved at least a Merit in a Level 2 BTEC First (Level 2) qualification.

DURATION OF COURSE: 2 Years

DETAILS OF COURSE: This course consists of **twelve units**, as follows:

Year One:

- 1 – Exploring Business Activity
- 2 – Investigating Business Resources
- 3 – Introduction to Marketing
- 4 – Effective People, Communications and Information
- 5 – Introduction to Accounting
- 18 – Managing a Business Event

Year Two:

- 7 – Introducing Management Accounting
- 9 – Exploring Creative Product Promotion
- 13 – Investigating Recruitment and Selection
- 15 – Career Development Planning in Business
- 21 – Aspects of Contract and Business Law
- 37 – Starting a Small Business

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Students taking this course should be strongly self-motivated with a keen interest in business. They will be expected to conduct a substantial amount of independent research and must be able to produce quality work to tight deadlines. The ability to work co-operatively as part of a team is essential as many activities are group-based. A good level of literacy and numeracy is also recommended as good communication skills are needed across all units and a strong grasp of mathematical concepts is required for financial analysis.

ASSESSMENT:

- **100% coursework**, encompassing a wide range of practical tasks and activities
- **Internally assessed**
- Graded '**Distinction**', '**Merit**' or '**Pass**'

THE FUTURE:

Students who are successful may choose to progress into higher education, where they can pursue a range of Level 4 qualifications. The practical aspects of the course help to prepare students for entry onto Modern Apprenticeships or other employment.

BUSINESS BTEC LEVEL 2 (1 year)

ENTRY REQUIREMENTS:

A minimum of 5 GCSEs grades A - E including English and Mathematics.

DETAILS OF COURSE:

The BTEC consists of six units:

Exploring Business Purposes
Developing Customer Relations
Providing Business and Administration Support
Starting a Small Business
Investigating Financial Control
Business Communication

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Students taking this course must have a keen interest in a career in business. A considerable amount of time will need to be devoted to research in connection with business assignments.

ASSESSMENT:

All units will be assessed by assignments. Students will achieve either Distinction, Merit or Pass grades.

THE FUTURE:

Students who are successful will have the opportunity to progress to an Advanced level course. The most likely option is the BTEC National Certificate in Business course which is equivalent to 2 A levels but graded by Distinction, Merit or Pass.



CHEMISTRY

ENTRY REQUIREMENTS:

Two B grades in Science. Mathematics and English at grade C or above are strongly recommended.

DETAILS OF COURSE:

Students will follow the OCR (Salters) Chemistry Specification. The course starts on the application of content and then develops the theory. Chemical concepts are introduced within a relevant context, the course being written as a series of units based on contemporary issues in Chemistry. Students study the chemistry in a spiral way so that chemical ideas, introduced in an early topic, are reinforced later. The 'drip-feed' approach to teaching and learning chemical principles allows candidates to revisit a particular topic several times during the course, each time taking their knowledge and understanding a step further.

AS:

- Unit 1: Elements of Life and Developing Fuels
- Unit 2: Elements from the sea, The atmosphere and The polymer revolution
- Unit 3: Practical investigation

A2:

- Unit 4: What's in a medicine?, The materials revolution, The thread of life, The steel story
- Unit 5: Agriculture and industry, Colour by design, The oceans, Medicines by design

ASSESSMENT:

AS:

- Unit 1: Written paper (Chemistry for Life) [F331]
- Unit 2: Written paper (Chemistry of Natural Resources) [F332]
- Unit 3: Practical investigation (Chemistry in Practice). Students will complete 5 internally assessed practical tasks [F333]

A2:

- Unit 4: Written paper (Chemistry of Natural Products) [F334]
- Unit 5: Written paper (Chemistry by Design) [F335]
- Unit 6: Practical investigation (Chemistry Individual Investigation) [F336]

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. At both AS and A2 level, students are to produce very high level coursework.

THE FUTURE:

The A level Chemistry course is an excellent starting point for many professional careers.



COMPUTING – ADVANCED LEVEL

ENTRY REQUIREMENTS:

All students must have passed GCSE Mathematic at grade B or above. Students who have studied ICT should have achieved a grade B or above.

DETAILS OF COURSE AND ASSESSMENT:

You should choose **Computing** if you wish to go on to higher education courses or employment where knowledge of Computing would be beneficial. “Computing” 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 ICT courses, you must also ‘*lift the lid*’ on a computer, and understand the components and how their 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*”. Computational thinking is a kind of reasoning used by both humans and machines and is an important life skill.

The course will consist of four units:

AS Level

- Unit 1** – Problem Solving, Programming, Data Representation and Practical Exercise
(2 hour on-screen examination – 60% of total AS marks, 30% of total A2 marks)
- Unit 2** – Computer Components, The Stored Program Concept and The Internet
(1 hour written examination – 40% of total AS marks, 20% of total A2 marks)

A2 Level

- Unit 3** – Problem Solving, Programming, Operating Systems, Databases and Networking
(2½ hour written examination – 30% of total A2 marks)
- Unit 4** – The Computer Practical Project
(Centre assessed Project – 20% of total A2 marks)



QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

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

THE FUTURE:

If students wish to study a Computer Science 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 Computing is a respected qualification among employers, as many jobs require an understanding of computing systems, which is an ever-expanding area of the employment market. Global companies such as Microsoft and Google are actively sponsoring and recruiting Computing graduates as the future development of ICT technologies and software requires new, well trained and motivated, problem solvers and programmers.

CRITICAL THINKING

LENGTH OF COURSE:

One Year

ENTRY REQUIREMENTS:

In order to be successful candidates will have achieved at least five grade As at GCSE.

DETAILS OF COURSE:

This course is different to all the others! It is intended to be a fifth AS subject and will be taught for three hours a fortnight not the usual nine.

WHY DO IT?

Critical thinking is a valuable skill in any walk of life. It will also support your learning in all your other subjects.

An increasing number of universities are using admissions tests as part of their application process for competitive subjects such as Law, Medicine and Dentistry. Most of these tests have a critical thinking element and taking this subject will help you do well in them.

This course seeks to bring together the skills involved in thinking and arguing in a critical and logical way. The aim is to provide candidates with a framework which can be applied in a practical manner to a range of materials, situations, problems and issues. You will learn how to analyse, evaluate and produce your own arguments.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

This course relies very much on students being able to think and work independently. Students will be challenged to develop their critical thinking skills and will be asked to apply these to numerous situations where they have to analyse arguments and counter arguments, assess the credibility of evidence and invent alternative explanations. Students should be analytical, creative and prepared to support their arguments in front of other people. You need to be committed, organised and a good time manager as you will have to manage this subject alongside four others.

ASSESSMENT:

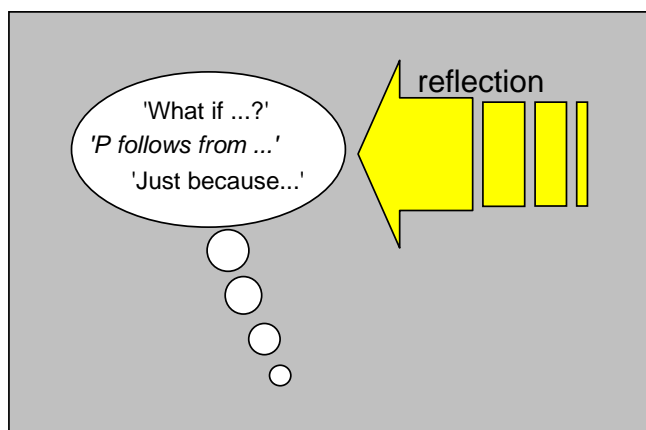
100% examination (two written papers)

EXAMINATION BOARD:

OCR

THE FUTURE:

This course is designed for 16 and 17 year olds as a means of accelerating learning and preparing for university. It is especially valuable for prospective lawyers, civil servants, journalists, academics, doctors, dentists etc and it is very good preparation for Oxbridge.



DESIGN TECHNOLOGY – GRAPHIC PRODUCTS

ENTRY REQUIREMENTS:

It is essential that candidates for this subject should have undertaken a course giving a solid foundation for A level work. The GCSE examinations for Design and Technology would provide a suitable basis, passed at grade C or above. A teacher assessment will also be available for those who did not sit GCSE DT subjects.

DETAILS OF COURSE:

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

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

AS:

Students may study AS levels for one year and would be required to produce one project (40%) and sit two 1 ½ hour examinations.

Project work requires the student to identify a problem, generate possible solutions, develop a chosen idea and then to realise the solution which is tested and evaluated.

The examination would consist of a general paper focusing on Graphic Products and a Product Analysis question.

A2:

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

Students studying the A2 course will be required to complete a second project (20%) and to sit 2 further theory papers, one an in depth paper on Graphic Products (1 ½ hours) the other, a Product Design paper (3 hours). These papers are together worth 30%.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

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

THE FUTURE:

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

DRAMA

ENTRY REQUIREMENTS:

A minimum of grade C in Drama if previously studied. Grade C or above in English is essential. Excellent attendance is a necessity due to the group based nature of the course.

DETAILS OF COURSE:

The course aims to promote the constructing of Drama as a means of ‘enquiry and communication’. It encourages critical analysis as part of the Drama process and develops both knowledge and understanding of Drama forms and competence in the skills required for their realisation. There are four main areas of study or activity. In “Exploration of Drama” texts, directors, live performance, performance styles, theatre history and cultural theatre origins of drama are explored; “Text in Performance” concerns the exploration of a text which is then taken through to a public performance; and the additional performance of either a chosen monologue or dialogue. Devising is concerned with the exploration and development of an original piece of work created through research and workshops.

The emphasis of the course is very much placed on the study of theatre with its enormous range of social, political and cultural influences. The diversity and complexity of this art form is explored practically with written analysis to support the performance work.

There is a common misunderstanding that to study A-Level Drama and Theatre studies is only going to support a career in the Arts and in particular Acting. In reality, the course is not an Acting A-Level and it is important that students and parents understand the requirements of this course and how it will enhance their future studies and employment.

Unlike GCSE, this is a Drama AND Theatre Studies course which places much more emphasis on the exploration of this ancient art form. Yes, much of the work is still practical, but it is underpinned at all times by the theory behind it. Since the earliest civilisation, theatre has been used as a tool to explore social, political, cultural and historical issues whilst seeking to constantly find new and exciting ways of challenging and entertaining different audiences. Theatre is there to entertain, but at the same time it seeks to confront the issues which shape our society and the world in which we live. At A-Level students will learn about the extraordinary men and women who have shaped theatre through the ages in different societies and cultures and how their theories about Theatre have come to influence everything they watch not only on stage, but film and TV. The plays that they see and study will seek to make them look at the world in different ways whilst showing them how their own writing and devising can present difficult and important issues to an audience which provokes question and change.

This is an exciting and challenging course which develops skills that are relevant to any future study and employment. From the presentation and confidence skills essential in all industries to the innate ability to work effectively with others, this course undoubtedly boosts employability. Evaluation, research, writing and appraising are all core elements of this course and the ability to interpret and analyse texts is another transferable skill to multiple career paths. It is a creative yet academic option aimed at those seeking to broaden their sixth form studies whether you wish to pursue the arts or not. The important thing to remember is that it is not an ACTING course. You will learn about different acting styles and forms and participate in performances, but at the heart of this will be the influences and theory behind the practical work that you undertake.

COURSE OUTLINE FOR AS:

Unit 1 Exploration of Drama & Theatre 20% a) Exploration of 2 plays. Students work as directors, designers and performers and must create their own interpretation of each text. b) An evaluation of a live performance.

Unit 2 Theatre Text in Performance 30% Externally assessed a) A practical examination of acting in a production of a play directed by the teacher. b) A practical examination of acting in a Monologue or Duologue c) A written concept of the interpretation of chosen roles for practical.

COURSE OUTLINE FOR AS:

Unit 3 Exploration of Dramatic Performance 20% a) The creation and performance of a devised piece of theatre b) A written evaluation on the process and performance of the devised work.

Unit 4 Theatre Text in Context 30% 2½ hr written exam Terminal written paper in three sections. Section A & B – Exploration of one play from a prescribed list from the point of view of a director in both an academic and practical way. Section C – Evaluation and comparison of a live performance seen with it's original performance conditions.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

This is a demanding course and students must be willing to give their time and energy. They must make sure they see a range of theatrical events and performances and be prepared to analyse and evaluate work. They must be ready to experiment and get involved with a variety of performance skills and techniques. Above all they must be totally committed and hardworking. Out of hours rehearsals are integral to the success of this course and these should be conducted regularly.

THE FUTURE:

The one year AS level course will develop further the skills and knowledge acquired on the GCSE Drama course and, if successful, the candidate may wish to continue with the A level course. A level Drama is a recognised qualification for entry onto many degree courses in higher education. It is not only a useful qualification for those pursuing a career in the arts, but also for a variety of jobs including personnel management, publishing, teaching, the media and business in general. The generic skills acquired on the course can be utilised in any area of employment and further education. Drama theatre studies is being increasingly accepted as an excellent foundation for anyone wishing to work in any team based profession – where communication and creativity are essential to the success of the business.



ECONOMICS

ENTRY REQUIREMENTS:

If you studied Economics at GCSE, you require a minimum of Grade C or above. For those who have not studied the subject at GCSE, grade B passes in English and C in Mathematics GCSE are required.

DETAILS OF THE COURSE:

At AS level, students investigate Microeconomics (Why are house prices so high? Can pollution be effectively controlled?) and Macroeconomics (Why does the government have an inflation target? How are we affected by the Chinese and Indian Economies?)

Unit 1 - Markets and Market Failure

Unit 2 - The National Economy

If you opt to continue with Economics into the second year, there are a further 2 modules. These will develop your skills and knowledge from AS and explore contemporary economic issues in a Global and European Union context. We'll ask questions like 'how does globalisation and EU membership affect UK economic policy and performance'?

Unit 3 - Business Economics and the Distribution of Income

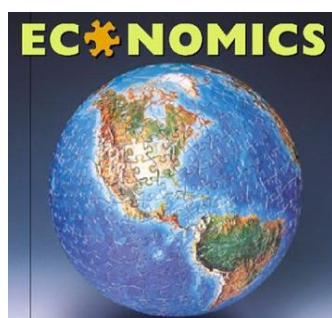
Unit 4 - The National and International Economy

QUALITIES AND COMMITMENT EXPECTED FROM YOU:

Previous Economics knowledge is not essential, but if you do not 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.

THE FUTURE:

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



ENGLISH LANGUAGE AND LITERATURE

The minimum grade requirement is CC in GCSE English/English Literature.

We offer English Language and Literature at both AS and A2 level; it is a popular choice for students looking to develop both their creative and analytical skills in English.

The linguistic component offers the opportunity to examine how language has developed over time and how it is used in different contexts (including the study of talk). The literary element enables students to engage with the more traditional works of the literary canon, alongside more contemporary literature. Many universities accept the course as an alternative to the more traditionally academic option of English Literature A Level.

The Course retains some of the ingredients of the Literature course but is suitable for those who would wish to study fewer literary texts whilst at the same time keeping up an interest in creative writing. Units feature the study of a range of fiction and non-fiction, and a variety of reading and writing skills are developed – capabilities that are useful for all subjects at this level and higher.

For more information, see Mr Morgan or Mr MacLeod.

If you are interested in applying for this course, please enter it on your application form.

ENGLISH LITERATURE

ENTRY REQUIREMENTS:

Students must have a minimum of a grade B GCSE (in both English Language and English Literature).

DETAILS OF COURSE:

English Literature will provide a stimulating, exciting and enjoyable experience to any students who enjoyed the study of texts during their English GCSE course. Studying Literature at A-level offers the opportunity to engage with some of the great works of the English canon, texts that explore human relationships and allow readers to develop their critical understandings of themselves, others and society as a whole. The set texts on the course are varied, engaging and adult in theme. Following the full A2 will allow students the chance to choose their own texts for coursework; students completing AS only will have had a diverse and thought-provoking range of texts and assignments.

AS LEVEL:

Narrative unit:

For this examined unit, students study one novel in detail (*The Great Gatsby* by F. Scott Fitzgerald) and three other texts (*Poems of Tennyson*, *The Rime of the Ancient Mariner* and *The Kite Runner*) for a two hour paper in which there are two questions.

Coursework unit:

For this unit, students must produce two 1500-word essays on *Othello* and *A Streetcar Named Desire*.

THE FUTURE:

The study of English Literature provides understanding of, and insight into, character, relationships and life situations, as well as promoting critical and imaginative thinking, talking and writing. An A level in Literature says a lot about a person; the skills one develops through the study of Literature are respected, valued and sought after in a wide range of professions, including the Law, Advertising, the Media, Teaching and Accountancy.

The Extended Project Qualification

WHAT IS THE EXTENDED PROJECT?

The Extended Project Qualification is a new course which has been designed to provide students with the independent study skills that employers and universities are looking for. Students get the chance to create, plan, carry out and evaluate a project in a field which interests them. This could be linked to one of their A level subjects which they want to investigate in more depth or it could reflect a personal interest, or future career interest such as Medicine or Law. It could lead to the production of a dissertation, scientific investigation, performance or artifact.

Students receive some teaching on how to plan and carry out their project and then they will be allocated a supervisor who will meet regularly with them and guide them through the process and assess their work.

Students must produce:

- A log detailing how they have carried out the work and what advice they have been given.
- Either a written report of around 5,000 words or a report of 1,000 words accompanied by a record of some other outcome such as a DVD of a drama or music production, an artefact created in an engineering experiment, or an audio-visual presentation.
- A presentation of their work, where they will be questioned orally.

WHY UNDERTAKE THE EXTENDED PROJECT?

- You achieve a qualification at A2 level which is graded A*-E and is worth half the UCAS points of a full A level.
- You get the chance to study in depth something you are interested in.
- You choose your own project and plan your own work.
- You show universities and future employers the capacity to work independently.

HOW DOES IT WORK?

Students undertake the Extended Project in the summer of Year 12 and the first term of Year 13 in order to avoid conflict with major examinations. Therefore, students do not need to apply to undertake the Extended Project when applying to the Sixth Form. They will be offered the change to sign up later in the year.

FRENCH

ENTRY REQUIREMENTS:

A minimum of grade B in GCSE 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 letters and articles on a variety of topics and hold a reasonably fluent conversation, expressing facts, ideas and opinion. The topic areas studied include:

For AS:

- Youth Culture & Concerns (music and fashion, technology, family and friendship, drugs)
- Health and Fitness (sport, food, health issues)
- The World Around Us (travel and tourism, the environment, French-speaking countries)
- Education and employment (school, Higher Education and the world of work)

For A2 – AS topic areas, plus:

- Customs, traditions and religion
- National and international events
- Literature or the arts (optional)

The students are also given the opportunity to go on 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.

ASSESSMENT:

There are two units at the end of each year:

AS:

Unit 1: Expression and Response (30% of AS – 15% of A2).

8-10 minute oral based on a picture or short text in French (related to topic area chosen by student) followed by a short conversation (on that same topic) (15 minutes preparation time in advance).

Unit 2: Listening, Reading and Writing (70% of AS – 35% of A2).

Listening (section A) to news bulletin, announcements, interviews – questions in French.

Reading (section B) with questions requiring non-verbal and verbal answers in French and in English.

Writing (section C) a 200 word letter or article in French.

A2:

Unit 3: An 11-13 minute speaking examination on a topic chosen and researched in advance by the student, followed by a more general conversation (17.5% of A2).

Unit 4: is in three sections (32.5% of A2)

Section A – a short translation from English into French.

Section B – a discursive essay (250 words) from a choice of several titles (linked to the studied topic areas).

Section C – an essay based on the topic researched by the student (250 words): a region of France, a period of history, an aspect of modern society, a film or a book.

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, European Studies, Business Studies and the Media. They can then work for a company with international links, or work abroad and have more fun when travelling abroad.

GEOGRAPHY

ENTRY REQUIREMENTS:

A minimum of grade C in GCSE Geography. GCSE Mathematics and English Language grade C or above are advisable.

The department have successfully been teaching the WJEC (Welsh Joint Examination Committee) syllabus since September 2005. The Department now follows the new streamlined WJEC syllabus from September 2008 for first examination at AS in 2009 and at A2 in 2010. Normally students will be taught by two staff.

CURRICULUM:

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

- | | |
|--|------------------------------------|
| G1 Changing physical environments | - Climate change |
| | - Hydrological and tectonic change |
| G2 Changing human environment | - Population change |
| | - Changing MEDC settlements |

There is no coursework

In **Year 13** (A2) students follow courses in:-

G3 Contemporary themes and research in Geography

- Two topics from six – one human and one physical.
- In addition students will develop one piece of research from a list of ten topics.

G4 Sustainability

- Students study four topics (food, water, energy, cities).

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

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

ASSESSMENT:

AS: Two end of year exams:

G1	Changing physical environments (1 hour 30 mins)	50% AS 25% A2
G2	Changing human environments (1 hour 30 mins)	50% AS 25% A2

A2: Two exams:

G3	Themes and research in Geography (2 hours 15 mins)	30% A2
G4	Sustainability (1 hour 45 mins) *	20% A2

* Note that this exam will use pre-released material that students will have at least a month prior to the exam.

FIELD WORK AND VISITS:

It is anticipated that 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 Yorkshire. This visit is essential and will provide material to answer Question 3 in both G1 and G2 examinations. The post AS period in June/July is also an ideal time to deliver the research requirement of G3.

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. The department generally offer overseas field visit experiences to all 'A' Level students. The last visit was to Iceland in April 2007.

HISTORY

ENTRY REQUIREMENTS:

A minimum of grade C in GCSE History. Candidates who have not taken History at GCSE level will be considered if they have achieved a minimum of grade B in English and another humanities subject.

DETAILS OF COURSE:

The modules cover a broad range of History, from medieval to modern. The examinations are offered by OCR in January or June as appropriate.

AS:

During Year 12, students study Modules 1 and 2. The AS level is of a rigorous standard, providing a vital bridge between the challenges of GCSE and the rigour of A level.

- M1 A document study where candidates interpret and assess source material on the life and work of Winston Churchill.
- M2 Candidates study the medieval period, “The Crusades”.

A2:

During Year 13 students study Modules 3 and 4, culminating in the award of a full A level.

- M3 A thematic study, to develop an understanding of continuity and change over an extended period.
- M4 Coursework essays; an opportunity for independent historical investigation.

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 coursework requirement, students will be expected to undertake a piece of individual research.

ASSESSMENT:

History is taught in a modular system. There are six 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, Teaching, Civil Service, Advertising and Management. Indeed any career that values independent thinking, values History qualifications.

IT Practitioners - Level 3 BTEC National Certificate for IT practitioners (Software Development) – 720 GLH Award

ENTRY REQUIREMENTS:

A minimum of English and Mathematics at grade C or above. Students who have studied ICT should have achieved a grade C or above, or a Merit from the BTEC First Diploma course.

DETAILS OF COURSE AND ASSESSMENT:

“Information Technology (IT) Practitioners” is not to be confused with “**Computing**” courses. This course is based on the study and use of computers to develop problem-solving skills through the practical application of ICT. You will be involved with repairing or upgrading computer hardware and have the opportunity to develop your understanding of how computers work through hands-on use of the hardware and software, within a vocational practical context.

The course is assessed through 720 Guided Learning Hours (GLH) of study, which is delivered over 12 units of work. This course is 100% coursework with no externally set written examinations. On completion, you will be awarded a **Level 3 BTEC National Certificate**, which is equivalent to 2 ‘A2’ level grades. A successful coursework portfolio is based on the completion of 12 “Passed” units of work, split over the 2 years of Year 12 and Year 13. This is the lowest number of units you can complete to achieve an official National Certificate qualification. Therefore, you must view this course as 2 years of study, as no award can be made after the first year. The units to be studied on the “IT Practitioners Software Development” course are:

Core Units:

1	Communication and Employability Skills for IT	3	Information Systems
2	Computer Systems	18	Principles of Software Design and Development

Specialist Units:

5	Advanced Database Skills	21	Website Production and Management
6	Advanced Spreadsheet Skills	23	Installing and Upgrading Software
8	Communication Technologies	24	Digital Graphics and Computers
20	Event Driven Programming	26	Computer Animation

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Even though it is not necessary for students to have studied ICT at GCSE level, they must have a very keen and lively interest in computing. 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 more vocational, assignment-based approach to learning, and can work maturely and independently on portfolios of work based on different tasks. A key requirement for 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 both for training leading to employment, and for study on higher and degree education courses.

LAW

ENTRY REQUIREMENTS:

A minimum of grade C in a Humanities subject (History, Sociology, Religious Studies or Geography) together with a minimum grade B in English Language.

DETAILS OF COURSE:

AS: 2 modules

English Legal System (60%)

Sources of Law (40%)



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

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

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

In the Sources of Law Module you learn about how Laws are made. This means learning about the role of judges, and how they create Law through their previous decisions (precedents), you will also learn about Parliament, how written laws are interpreted (have you committed the criminal offence to be drunk in charge of a vehicle if you have a skateboard with you when you are drunk?) and the role of the European Union in Law making.

A2: Criminal Law

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

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

ASSESSMENT:

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

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

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

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

KEY SKILLS:

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



THE FUTURE:

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

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

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

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

MATHEMATICS

ENTRY REQUIREMENTS:

A minimum of a grade B in GCSE Mathematics. Coverage of the algebra content at Higher level GCSE is also essential. Students who are thinking about A level Mathematics should discuss with their class teacher whether they have done this.

DETAILS OF COURSE:

In order to meet the demands of AS and A level, a variety of courses will be offered. At AS level 3 modules are required. For the full A level, 6 modules are required: 4 Pure modules and 2 Applied. AS consists of 2 Pure Modules and one Applied.

PURE MATHEMATICS (C1-C4):

Pure is the core of advanced mathematics. It contains the algebraic and numerical methods that allow us to describe the world and nature mathematically. The four modules are largely hierarchical and are therefore studied sequentially. The overall demand increases ie C3 is harder than C1! Study of Pure Mathematics is fundamental and can be combined with another A level course.

APPLIED MATHEMATICS:

There will be two Applied modules offered – Mechanics and Statistics. Students may specialise in one area, or choose to mix their Applied areas.

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.

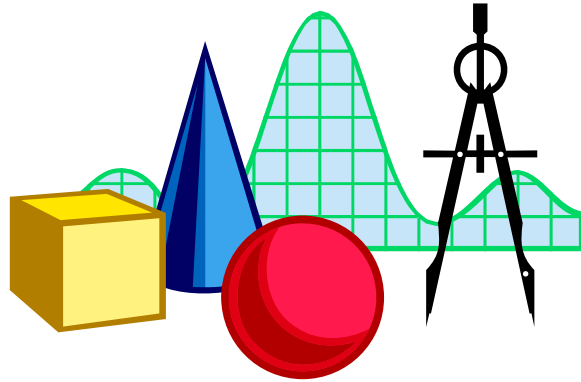
ASSESSMENT:

Students are assessed in both Pure and Applied Mathematics by tests every half term. It is expected that the modules will be set in the following pattern:

- ◆ 3 modules in June Year 12
- ◆ 3 modules in June Year 13.

AS 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

ENTRY REQUIREMENTS:

A minimum of grade A 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

(Possible modules, Pure - FP1, FP2, FP3, Mechanics M2, M3, Statistics S2, S3)

The course extends the work as described in A Level Mathematics. Students must study three more modules including FP1 to gain AS in Further mathematics. To gain an A Level in Further mathematics students must study six modules.

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 AS Further Mathematics as mainly broadening your knowledge and understanding outside what is covered in the standard AS/A level Mathematics and A2 Further Mathematics as both broadening and deepening your knowledge and understanding, beyond 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.

MEDIA STUDIES

ENTRY REQUIREMENTS:

A minimum of grade C at GCSE Media Studies or a Merit at Level 2 BTEC and a minimum of grade C in GCSE English. A genuine interest in Media matters and a commitment to practical production is essential.

DETAILS OF COURSE:

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

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



QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

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

Students will also be expected to provide a 2gb USB on which to save their practical work.

Media Arts Enrichment Activities

As Beal is a Media Arts Specialist College, there are many opportunities for students to become involved in media activities out of lesson time. These include film, TV and radio. Students are expected to become involved actively in the running of Radio XL, the school's radio station and in the media production team.

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.

CREATIVE AND MEDIA DIPLOMA - LEVEL 3

ENTRY REQUIREMENTS:

A Merit at BTEC Level 2 or grade C or above in GCSE Media Studies, if studied. A grade C in English Language and Mathematics and a good understanding of ICT is also required.

DETAILS OF COURSE:

The Diploma in Creative and Media is an exciting new qualification for young people in England aged 14-19, who want to learn about some of the UK's most dynamic industries.

Students of the Diploma will have the chance to participate in a variety of projects and activities which give them an insight into life in the creative and media industries. They will be able to try a range of disciplines including film, music, writing and fashion, and specialise in the things that really interest them.

In doing so, they will gain a range of transferable skills, knowledge and experience that is valued by further and higher education and by employers.

From graphic design and advertising to creative writing and computer games, the Diploma allows learners to bring their ideas to life through making, doing and performing, whilst also encouraging critical thinking and good communication skills.

THE DIPLOMA COURSE IS MADE UP OF THE FOLLOWING ELEMENTS:

- **Functional Skills:** This is the English, Mathematics and ICT you need for everyday life. Each student must pass L2 function skills to pass the Diploma.
- **Principal Learning:** This is the media part. It teaches you the main conventions of the media and how it works.
- **Additional and Specialist Learning:** One additional AS each year in a subject of your choosing, or one AS followed by one A2.
- **Personal, Learning and Thinking Skills:** This is where you learn about things like team working, being creative, studying and organising yourself.
- **Project:** This is an AS in itself, and is an in depth investigation into a subject of your choice.
- **Work Experience:** This is where you spend time with an employer, learning what it's like to be in the workplace. You will organise two weeks work experience, with our help.

Visit www.skillset.org/qualifications/diploma for more details.

MUSIC

ENTRY REQUIREMENTS:

Competence on one or more instruments or voice. A minimum of grade C in GCSE Music is required. However, due to the demanding nature of this course, a B grade or above is a definite advantage. Grade C or above in English is preferred.

DETAILS OF COURSE:

The course is divided into SIX UNITS. AS is made up of Units 1 - 3 and is taken in year 12; A2 consists of Units 4 - 6, taken in year 13.

AS:

UNIT ONE

PERFORMING.

Candidates may offer one or more instruments and perform as a soloist, an ensemble member or as an accompanist. This includes a Viva Voce.

UNIT TWO

COMPOSING.

Candidates produce a coursework folio containing exercises in stylistic harmony plus an instrumental composition/arrangement.

UNIT THREE

INTRODUCTION TO HISTORICAL STUDY.

Candidates focus on TWO areas of study:

orchestral music from 1700 - 1830

(set works for 2009 taken from Bach, Mozart, and Schubert)

instrumental jazz/popular music 1920 - 1960

(set works in 2009 taken from Jelly Roll Morton, Count Basie and Miles Davis)

Candidates also answer questions which test their aural and contextual awareness.

A2:

UNIT FOUR

PERFORMING: INTERPRETATION.

Candidates perform on their first study instrument in a chosen style/genre as a soloist, an ensemble member or as an accompanist. This includes a Viva Voce.

UNIT FIVE

COMPOSING.

Candidates produce a coursework folio consisting of a set of stylistic technique exercises, PLUS ONE of:

- a) vocal composition
- b) programme music
- c) film/TV composition.

UNIT SIX

HISTORICAL AND ANALYTICAL STUDIES.

Set areas are studied, focussing on **Tonality** and **Words And Music**. Repertoire is taken from 1900 – 1945. Candidates also study ONE of a set of six set topics.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

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

ASSESSMENT:

AS:

Unit one	Visiting examiner: taken in the Spring term
Unit two	Centre assessed folio
Unit three	Terminal written exam: taken in June.

A2:

Unit four	Visiting examiner: taken in the Spring term
Unit five	Centre assessed folio
Unit six	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.

BTEC National Level 3 Subsidiary Diploma in Performing Arts

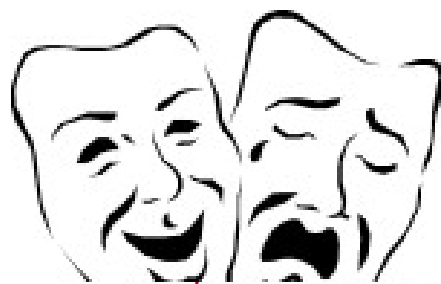
An exciting new course is being offered with the collaboration of the Drama, Media and P.E. Departments. This vocational award is equivalent to 1 'A' level, (360 guided learning hours) which requires candidates to complete units which equate to 60 credits (this will be 6 units).

This course is a specialist work-related qualification and would be advantageous for those preparing for employment within the industry, as well as leading to specialist opportunities within higher education.

The module selection is allowing some flexibility of pathway progressions, although there is a core unit, 'Performing to an Audience', which must be completed by all students. The remaining units will be selected from a range of possible options, which will be selected by staff, which reflect the expertise; hence students should be keen to develop a range of performing art skills from the technical; understanding and application to practical aspects of performance, whatever the discipline dictates.

To secure a place upon this course, it would be preferable if students acquired a grade C/Merit or above in an associated Performing Arts subject, although a proven interest from external participation will be considered, alongside an audition.

BTEC Nationals are 100% coursework, hence students are expected to have a very good attendance, in addition to the commitment required for the group based activities/ performances that the syllabus demands.



*you know you were born to create...
now get a creative career!*



PHOTOGRAPHY

ENTRY REQUIREMENTS

A minimum of a grade C or above at GCSE or equivalent in Art or Photography.

DETAILS OF COURSE

AS: The AQA specification in Art and Design has a photography option. There is a Portfolio Unit to be completed worth 50%; also worth 50% is a 5-hour controlled test at the end of the course.

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.

It is likely that professionals and practitioners from the photographic industry will be invited in to share their experience and expertise. Work related learning opportunities may well arise.

ASSESSMENT:

Unit 1: Portfolio Unit

Unit 2: Externally assessment assignment (including 5 hour supervised time)

THE FUTURE:

Students will deal 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.

PHYSICS

ENTRY REQUIREMENTS:

Two B Grades in Science. As the subject requires numerical skills a good pass (C or above) in Mathematics is required.

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

DETAILS OF COURSE:

Examination board OCR(B) Advancing Physics.

Website: advancingphysics.iop.org.

Course follows a dedicated textbook and CD-ROM.

The main topics to be covered in the course include:

For AS Physics:

- Motion, Forces, Work and Energy
- Materials
- Electrical circuits
- Wave Behaviour and Quantum Physics
- Imaging and signalling
- Coursework

For Advanced level Physics:

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

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.

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

ICT skills – loading software, navigating CD-ROM, designing presentations

ASSESSMENT:

Two written examinations at the end of each year and coursework (for each year).

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.

POLITICS

ENTRY REQUIREMENTS:

A minimum of grade C in a Humanities subject (History, Sociology, Religious Studies or Geography) together with a minimum grade B in English Language.

DETAILS OF COURSE:

AS

3 modules must be completed, with examinations 1½ hours in length, comprising 2 source-based questions and an essay.

AS Module 1: People, Politics and Participation

AS Module 2: Governing Modern Britain

A2

2 modules must be completed, with examinations 1½ hours in length, comprising 2 questions from a choice of 4.

A2 Module 3: Political Ideologies

A2 Module 4: The Government of the USA

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.

PRODUCT DESIGN - TEXTILES

ENTRY REQUIREMENTS:

At least 5 GCSE grades A*-C, including Mathematics, English and Science. It is helpful, but not necessary for candidates to have studied GCSE Design & Technology before commencing work on this specification and no prior knowledge of design and technology is required for candidates to undertake a course of study based on this specification.

WHY CHOOSE PRODUCTION DESIGN – TEXTILES?

The specification has been designed to encourage candidates to take a broad view of design and technology, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing.

DETAILS OF COURSE:

This course is broken down into 4 units.

Year 12

Unit 1	Written paper based on material and components 2 hours	50% of total AS marks 25% of total A2 marks
Unit 2	Coursework	50% of total AS marks 25% of total A2 marks

Year 13

Unit 3	Written paper based on design and manufacture 2 hours	25% of total A2 marks
Unit 4	Coursework	25% of total A2 marks

Students will be given the opportunity to develop their creativity and overcome challenges drawing on a range of skills and knowledge from other subject areas.

This course will also allow pupils to gain knowledge and understanding of the following:

Yarns	Industrial and commercial materials
Fibres	Systems and control
Fabric manufacture	Market influences
Components	Design
Properties	Manipulating and combining fabrics

PSYCHOLOGY

ENTRY REQUIREMENTS:

A minimum of two B grades in Science. Mathematics and English at C grade or above are strongly recommended.

DETAILS OF COURSE:

The specification studied is AQA Psychology A.

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

Unit 1 will cover:

- Cognitive psychology, including memory and eyewitness testimony.
- Developmental psychology, including early social development, attachment and the effects of day care.
- Research methods, in the context of the subject areas.

Unit 2 will cover:

- Biological psychology, including stress, factors affecting stress, coping with stress and managing stress.
- Social psychology, including majority and minority influence, obedience and independent behaviour.
- Individual differences, including definitions of abnormality, approaches and therapies.

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

Unit 3:

- Candidates study three topics from a variety of areas in psychology, for instance relationships, gender and eating behaviour
- Relationships.
- Aggression.
- Gender.

Unit 4 will cover:

- Psychopathology – knowledge and understanding of one disorder chosen from schizophrenia, depression or anxiety disorder.
- Psychology in action – one contemporary issue chosen from media psychology, the psychology of addictive behaviour or anomalistic psychology.
- Psychological research and scientific method.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Good essay writing skills

Scientific inquiry skills and an understanding of the design of experiments

An interest in human behaviour

The ability to think and contribute to lessons

A wish to 'read around' the subject

ASSESSMENT:

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

At A2, one 1 hour and 30 minute written paper and one 2 hour written paper.

THE FUTURE:

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

RELIGIOUS STUDIES

ENTRY REQUIREMENTS:

A minimum of grade C in GCSE Religious Studies (full or short course), if taken. Candidates without Religious Studies at GCSE level should have achieved B in English and C in another humanities subject. A good grade of ICT skills is essential.

DETAILS OF COURSE:

EDEXCEL AS:

Two areas of study are required:

FOUNDATIONS (50%) assessed by one examination of 1 hour 45 minutes.

- **The Philosophy of Religion** – the existence of God, evil and suffering, miracle.
- **Religious Ethics** – religion and morality, ethical theories, applied ethics (conscience and freedom, sex, war and peace).

INVESTIGATIONS (50%) assessed by one examination of 1 hour 15 minutes.

- **One question** based on a detailed study of one topic from “Foundations”.

EDEXCEL A2:

Two areas of study are required:

DEVELOPMENTS (50%) assessed by one examination of 1 hour 45 minutes.

- **The Philosophy of Religion.**
- **Religious Ethics.**

IMPLICATIONS (50%) assessed by one examination of 1 hour 45 minutes.

- Implications of how far particular beliefs and values might affect people’s understanding or awareness, including their own, of Religion and Human experience.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

There is no need to be “religious” –we aim to educate, not indoctrinate. An open mind, a willingness to have beliefs and opinions challenged, a respect for the views of others, a healthy scepticism and an ability to think and reason logically are all desired qualities. Candidates also need to be confident enough to share and justify their ideas and opinions with others, to enjoy reading widely, enjoy both book and internet research, and be able to discuss and argue in depth and detail, both orally and in writing. Candidates will be expected to attend all teaching sessions and complete all set work on time. Some of this work will require independent study.

THE FUTURE:

Religious Studies is a highly respected academic qualification. All universities accept it, and many universities and employers welcome it because, apart from an indication of individuality, it indicates the student has that all-important ability to think for him or herself, and is also able to understand what others think. Whilst providing a qualification which will support and enhance the whole of life, Religious Studies can be particularly relevant to those working in the Law, Social Services, Health, Education, Journalism and Literature, and any career involving managing and working with people.

BTEC NATIONAL CERTIFICATE IN APPLIED SCIENCE (FORENSIC SCIENCE) LEVEL 3

ENTRY REQUIREMENTS:

Students are expected to have achieved a minimum of at least two C grades in Science at GCSE.

DURATION OF COURSE:

2 years.

DETAILS OF COURSE:

This course consists of twelve units assessed over 120 Guided Learning Hours (720 GLH). The units consist of:

Core:

1. Fundamentals of Science
2. Working in the Science Industry
3. Scientific Investigation
4. Scientific Practical Techniques
5. Perceptions of Science
6. Application of Numbers for Science Technicians

Options:

1. Chemical Laboratory Techniques
2. Forensic Science Informatics
3. Forensic Evidence Collection and Analysis
4. Forensic Psychology
5. Criminology
6. Criminal Investigation Practice

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 as the course is 100% coursework and internally assessed. A commitment to hard work and independent study is essential.

THE FUTURE:

Successful students may choose to progress into higher education and study for level 4 qualifications in Science and related disciplines. The course has been developed as a direct route into employment in the areas of forensic, medical, environmental and industrial Science. These areas include: forensic services, quality control, working in a hospital supporting services such as x-ray and scanning, research and development of new drugs, testing materials in industry and working in scientific journalism.

SOCIOLOGY

ENTRY REQUIREMENTS:

A minimum of grade C in GCSE Sociology, if taken. Candidates who have not taken Sociology at GCSE level will be considered if they have achieved a minimum of a grade C in English and in another humanities subject.

DETAILS OF COURSE:

Candidates will be encouraged to develop their own sociological awareness through active engagement with the contemporary social world. It integrates sociological themes, such as socialisation, culture and identity, and social differentiation, power and stratification.

AS:

UNIT 1: Culture & Identity; Families & Households.

Written Paper: 1 hour
Weighting: 40% of total AS / 20% of total A Level marks

Candidates choose one topic from three and answer one question. Each question consists of five parts.

UNIT 2: Education; Sociological Methods

Written Paper: 2 hours
Weighting: 60% of total AS / 30% of total A Level marks

Candidates choose one topic (Education or Health) and answer:

- (a) one question on the chosen topic. This question consists of four parts
- (b) one question on sociological research methods in the context of the chosen topic. This question consists of one part.

A2:

UNIT 3: One from: Beliefs in Society; Global Development; Mass Media; Power and Politics

Written Paper: 1 hour 30 minutes
Weighting: 20% of total A Level marks

Candidates choose one topic from four

UNIT 4: Crime and Deviance; Theory and Methods

Written Paper: 2 hours
Weighting: 30% of 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 time 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.

SPANISH

ENTRY REQUIREMENTS:

A minimum of grade B in GCSE Spanish.

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 Spanish radio and television, write letters and articles on a variety of topics and hold a reasonably fluent conversation, expressing facts, ideas and opinion. The topic areas studied include:

For AS:

- Youth Culture & Concerns (music and fashion, technology, family and friendship, drugs)
- Health and Fitness (sport, food, health issues)
- The World Around Us (travel and tourism, the environment, Spanish-speaking countries)
- Education and employment (school, Higher Education and the world of work)

For A2 – AS topic areas, plus:

- Customs, traditions and religion
- National and international events
- Literature or the arts (optional)

The students are also given the opportunity to go on work experience in Spain.

QUALITIES AND COMMITMENT EXPECTED FROM THE STUDENT:

Students should have a genuine interest in the language and preferably have a desire to visit Spain, 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.

ASSESSMENT:

There are two units at the end of each year:

AS:

Unit 1: Expression and Response (30% of AS – 15% of A2).

8-10 minute oral based on a picture or short text in Spanish (related to topic area chosen by student) followed by a short conversation (on that same topic) (15 minutes preparation time in advance).

Unit 2: Listening, Reading and Writing (70% of AS – 35% of A2).

Listening (section A) to news bulletin, announcements, interviews – questions in Spanish.

Reading (section B) with questions requiring non-verbal and verbal answers in Spanish and in English.

Writing (section C) a 200 word letter or article in Spanish.

A2:

Unit 3: An 11-13 minute speaking examination on a topic chosen and researched in advance by the student, followed by a more general conversation (17.5% of A).

Unit 4: is in three sections (32.5% of A2)

Section A – a short translation from English into Spanish.

Section B – a discursive essay (250 words) from a choice of several titles (linked to the studied topic areas).

Section C – an essay based on the topic researched by the student (250 words): a region of Spain, a period of history, an aspect of modern society, a film or a book.

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 Spanish or a variety of interesting courses which combine a language with other subjects such as Accountancy, Law, European Studies, Business Studies and the Media. They can then work for a company with international links, or work abroad and have more fun when travelling abroad.

SPORT (DEVELOPMENT, COACHING & FITNESS) BTEC LEVEL 3

ENTRY REQUIREMENTS:

- Candidates should have achieved a grade 'C' or above in GCSE PE and a C or above in Science (Double Award) or Merit at BTEC Level 2 (with a points share of 75 or greater)
- Candidates must be a member of one or more sports teams either within or outside of the school
- Candidates must be able to meet coursework deadlines and will also be expected to coach lower school teams as part of specific modules.

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 12 modules split equally 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.



TRANSITION PROGRAMME

AIMS:

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

ENTRY REQUIREMENTS:

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

LENGTH OF THE COURSE:

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

LINK COURSES WITH LOCAL COLLEGES:

There will be links with local colleges. The aim of these links will be to familiarise students with college facilities, staff and working practices and as such ease the transition to college in the future.

WORK EXPERIENCE:

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

TRANSITION CURRICULUM:

As well as accessing social opportunities, time spent at Beal will be used to continue to practise and develop literacy and numeracy skills alongside other Entry Level qualifications. The curriculum will also provide plenty of opportunities to practise and develop practical life skills such as independent travel in the wider community.

THE FUTURE:

At the end of the Transition Course, students will hopefully be ready to make the transition to a local college on a full time course and be better equipped to access potential future employment opportunities and have gained additional Entry Level qualifications.