



Bedford  
Greenacre  
Independent  
School

# Sixth Form

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# Curriculum Guide

Welcome To BGI Sixth Form



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# Sixth Form

## A message from the Head of Sixth Form Mr Woodward



Dear students, parents and carers,

Thank you for your interest in Bedford Greenacre's Sixth Form.

As you consider your post-16 options, you may experience a mix of excitement, happiness, trepidation and confusion. As you finish your GCSEs, we wish you all the best in reaching your full potential and finding a path that brings you happiness and success. Your hard work is sure to open up many exciting possibilities and opportunities. Remember, if you ever feel overwhelmed academically or emotionally, please reach out. We're here to offer impartial advice to help you choose the right course.

Our role as a sixth form team is to assist you in transitioning from a year 11 student to securing a place as an undergraduate, apprentice, or employee by the end of year 13. Please feel free to approach us with any questions or concerns, whether about the application process or life in the sixth form. We take pride in our exceptional support system, offering both emotional support and academic guidance. With our extensive experience working with young people, we are dedicated to fostering social development and academic progress. Our pastoral care program is a cornerstone of our support.

This booklet outlines our course offerings, detailing the subjects, learning styles, examination methods, and the required GCSE grades. Achieving a certain level of learning is essential to succeed in our sixth form courses, a fact underscored by our experience.

Our curriculum covers a wide range of subjects to cater to diverse interests. It's crucial to carefully review the information to ensure you select subjects that align with your interests and future aspirations. Consider if your chosen combination of subjects will best support your goals beyond year 13.

I hope you find this booklet helpful, if you have any further questions please do get in touch with us.

Kind regards

Mr Richard Woodward  
Head of Sixth Form

# Sixth Form

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# Expectations

Our vision for you when you join our Sixth Form is that after two years with us you will not only have achieved some impressive academic qualifications but you will be able to access some of the best universities and careers. More than that we also sincerely hope that you will feel happy and confident to take the next step whether at university or in the workplace. We also hope that you will feel in control of your future career.

While academic excellence, fantastic teaching and learning is central to Bedford Greenacre's Sixth Form, we know that to achieve our vision we need to provide much more than this. And remember that you have an important role to play!



## Our expectations

- Attend all lessons
- Be punctual
- Community – get involved in the wider school
- Deadlines – make sure that you are organised
- Enjoy whatever options you study and opportunities you sign up to

## The Sixth Form commitment

- To support your well-being
- To provide guidance on post-18 options
- Provide advice any concerns that students and parents may have
- We are here to help your 2 years of sixth form be the best they can.

# Sixth Form Enrichment

*At Bedford Greenacre Sixth Form we offer enrichment opportunities which are designed to provide students with experiences beyond the classroom, helping them to develop a wide range of skills and interests.*



## Enrichment and Extra Curricular Activities

Enrichment is crucial in the Sixth Form, valued by employers and universities seeking well-rounded individuals. It is valuable in and of itself and employers and universities look for 'rounded' individuals who, in addition to their academic abilities, have wider interests and skills. Writing a personal statement for a university or job application is so much easier when you have more to talk about than the fact you 'enjoy music and going to the cinema' or 'socialising with friends'.

Bedford Greenacre offers various extracurricular activities. Options include sports, drama, music, charity work, school council participation, and community contributions. Many subjects also run extracurricular visits and clubs throughout the year. Students are encouraged to start new clubs or activities if not already offered by approaching a year team member.

## TFT - Teachers for Tomorrow Volunteering scheme

TFT is a programme that encourages our Year 12 students to volunteer in a classroom or lesson within the school. Students may choose a teacher, a subject or a year group that they believe suits them best. This programme is not reserved for those who are interested in pursuing a career in teaching, far from it. Students can benefit from helping in lessons in many ways including presentation skills, boosting confidence, gaining work experience and giving back to the wider school community.

## Work Experience

Work experience in a company or organisation that is linked to a student's possible future career or university subject is extremely important. It is often an important differentiating factor which employers or universities may use to make decisions about who they make offers to.

This is not the same as part-time work and requires some long-term planning and research on the student's behalf.





# Beyond Sixth Form



Planning for life beyond Bedford Greenacre starts on the first day of Sixth Form – knowing potential future paths is a strong motivator. Throughout Sixth Form, students will receive information on university applications, apprenticeships, and work routes. Destinations planning should be a regular part of their routine.

The formal application process starts after Easter in Year 12, with guidance on courses and institutions. We provide dedicated talks, visits to university open days and Higher Education Fairs, and a detailed application guide. Applications are made online through UCAS.

The school completes a reference for each student, including predicted grades collected in the autumn term of Year 13. Teachers predict grades based on professional judgment. Students unhappy with their predictions will receive advice on balancing aspirations with realism.

Meeting the school's application deadlines is crucial. For Oxford, Cambridge, and medicine/veterinary/dentistry courses, the deadline is mid-September. For other courses, the final internal deadline is October, but completing applications by the end of September is recommended.

## Open Day Visits

Open Day visits are an important part of applying to university in helping to make the right choices.

If it is absolutely necessary to miss school time students will be allowed to do so on a maximum of three occasions during the school year.

Students should liaise with subject staff and be sensitive to the demands of coursework and any group activities in practical subjects before planning a visit.



# Sixth Form

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# Curriculum



*This guide gives you an overview of the subjects that we offer. Please read through this curriculum guide carefully to ensure that you are choosing subjects that are right for you.*

## **Types of courses we offer**

Throughout this guide, we use the term 'Level 3' to refer to subjects, which include A levels and vocational equivalents like Cambridge Technicals. These courses span two years.

A levels are comprehensive two-year courses with some incorporating coursework in Year 12, Year 13, or both. They follow a linear structure, culminating in externally assessed examinations at the end of the second year.

Cambridge Nationals and other vocational subjects also require a two-year commitment. These courses typically assess students through portfolio work, though some may include examinations. Vocational courses emphasise real-world applicability, requiring students to complete a portfolio of coursework tasks. They place significant emphasis on self-reliance, independent research, time management, organisational skills, and meeting deadlines.

## **Subject combinations**

For many students, their sixth form subject choices align with their academic strengths or desired career paths. Often, these subjects complement each other and meet the requirements of future university, apprenticeship, or job applications. Universities that traditionally attract students with high predicted A level grades or have a strong reputation (e.g., The Russell Group) no longer publish a list of facilitating subjects. Instead, they provide course-specific guidance through a website: [www.informedchoices.ac.uk](http://www.informedchoices.ac.uk)

Before finalising sixth form subject selections, it's beneficial to consult this resource for insights into suitable A level choices. We offer guidance and support within the school to assist with potential subject decisions if needed.



# Sixth Form

## Entry Requirements

*At Bedford Greenacre we value the individual. It's what makes us a unique learning environment and sets us apart from other institutions.*

*Our focus is on helping the students reach their full potential and to us, our students are more than just some numbers on a piece of paper.*

The minimum grade entry requirements are there to ensure that the students have a prior level of learning and can cope with the rigours of the course.

Statistics and past experience tell us that in some A level subjects, a specific skill or knowledge is needed to make progress in that subject. For example in a subject where assessment is made through writing essays, a subject specific of a grade 4 or 5 in English language may be set to ensure any potential student has demonstrated the necessary level of skill in writing.

Come GCSE results day, our hope is that every student opens their envelope and feels proud of their grades, knowing that they have done their best. It is our hope that we can help every student find the course that is right for them so they can be happy and successful.

On GCSE results day, The Sixth Form Team will once again be on hand to confirm your place or help you find the course that is right for you. There are circumstances where a student may not have reached the minimum grade requirements, please do not panic! We will look at every student on a case-by-case basis taking into account effort, predicted grades and any exceptional circumstances.

Our minimum grade entry requirements for 2026 are:

- 5 GCSEs grade 4 and above.
- GCSE English and Maths (or equivalent) Grade 4 and above
- Subject specific entry requirements can be found on page 5.



# Sixth Form Options and minimum entry requirements 2025

Subject	Specific entry requirements		Subject specific requirements
	English	Maths	
Art	4	-	Grade 5 in Art
Art and Design: 3D Design	4	-	Grade 4 at GCSE
Biology	4	6	Grade 6 in Biology or 6-6 in combined science
Business Studies	4	5	Grade 4-4 in combined science
CamTech Business Single/Triple	4	4	
CamTech Sport	4	-	Grade 4 in PE if taken. Grade 4 in Biology or Grade 4-4 in combined science
Chemistry	4	6	Grade 6 in Biology or 6-6 in combined science
Computer Science	-	5	Grade 5 in Computer Science
Criminology	4	-	Grade 4 in a Humanities Subject
Drama and Theatre Studies	4	-	Grade 4 in English Literature if taken. Grade 5 in Drama
English Literature/Language	5	-	Grade 5 in English Literature and/or Language
EPQ	-	-	
French	4	-	Grade 5 in French
Further Maths	-	7	
Geography	4	4	Grade 5 in Geography
History	4	-	Grade 5 in History
Health and Social Care	4	4	
Law	4	-	Grade 4 in a Humanities Subject
Mathematics	-	6	
Physical Education	4	-	Grade 5 in PE if taken. Grade 5 in Biology or Grade 5-5 in combined science
Physics	4	6	Grade 6 in Physics or 6-6 in combined science
Politics	4	-	Grade 5 in a Humanities Subject
Psychology	4	5	Grade 4-4 in combined science
Sociology	4	-	Grade 4 in a Humanities Subject





# Sixth Form

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# How to register

*Over the coming months the sixth form team will be organising visits and information events for any prospective students. If you would like to arrange a tour or speak to us about Sixth Form please do not hesitate to get in touch on 01234 264129 or [Sixthform@bedfordgreenacre.co.uk](mailto:Sixthform@bedfordgreenacre.co.uk).*

## For existing BGI Students:

Complete the online Sixth Form Registration form

- Register your interest and subject choices
- This includes our current subject option blocks (although these are not set in stone) for you to indicate your subject combination. At this stage it is just for our sixth form team to understand which subjects would be viable and remove any clashes.
- Following the submission of this form we will endeavour to resolve any subject clashes and issue an updated option block form in early November.
- Applications received after this time will still be accepted but we cannot guarantee that your subject combinations will be available
- Please note you DO NOT have to pay any deposit or complete any further registration forms

## For External applicants

- Please complete the Sixth Form registration form and register your child using the online link.  
<https://bedfordgreenacreportal.engagehosted.com/admissionscontrol/1%20-%20Admissions>
- Registration forms should be accompanied by a £60 registration fee payable via Bedford Greenacre Independent School  
20-06-24  
63772810
- **Please note deposits and online forms are only applicable to external students.**

## Next steps and key dates

- November. Following the submission of this form we will endeavour to resolve any subject clashes and issue an updated option block form in early November.
  - 1st Saturday in March. Open event and Sixth Form Taster lessons
  - End of March - Offer letters to be sent to the students
  - April - Contracts to be signed and returned to guarantee sixth form place
- Thursday 21st August - GCSE results day. The Sixth Form team will be on hand to confirm your place and discuss subject choices.

If you wish to discuss your application with us, please do not hesitate to contact the sixth form team on 01234 264129 or [sixthform@bedfordgreenacre.co.uk](mailto:sixthform@bedfordgreenacre.co.uk)



# Sixth Form

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## FAQs



### **What is involved in the application process?**

The first step in the process is to register your interest for Sixth Form by completing a Sixth Form application form which will include your preferred subject choices. Don't worry if you change your mind, this is purely so we can set the blocks and timetables.

For existing BGI students you do NOT need to pay deposit or formal application form.

External applicants will need to register via the online line link

<https://bedfordgreenacreportal.engagehosted.com/admissionscontrol/1%20-%20Admissions>.

Students will be invited in for taster lessons in their chosen subjects in early March and offer letters will be sent shortly afterwards. In order to confirm your place at BGI Sixth Form you will need to sign contracts and return by end of April.

### **How do you determine who is offered a place?**

At Bedford Greenacre, while we consider predicted GCSE grades from progress checks, reports, and consultation with subject staff, we also look beyond just academic performance. Conditional offers are made based on students achieving at least 5 GCSEs at grade 4 or above. These offers will be sent to applicants in March/April, outlining the entry requirements. To secure a place, you will need to sign and return the acceptance contracts by the end of April. Final confirmation of places will be made on GCSE results day.

### **How does the timetable and 'blocking' work?**

Subjects are grouped into blocks, each containing a variety of subjects distributed throughout the weekly timetable across 5 blocks. Due to scheduling constraints, subjects within the same block cannot be chosen together, though this occurrence is rare. If a requested combination isn't feasible, students will receive a blocking overview and guidance to adjust their choices accordingly. All students are required to study a minimum of 3 subjects, with a double award subject fulfilling two of these.

### **How do I choose the subjects I want to study?**

Take time to read through the subjects in this guide. Ensure the course description matches your expectations, and consider how it's assessed (coursework, exams, or both) to see if it suits your learning style. Choose subjects you enjoy and that align with your future career or university plans. There's no rush to make a final decision—students can change options as late as September, as long as it fits with the blocks. Many students start with four subjects, planning to drop one in the first few weeks.

# Sixth Form

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## FAQs



### **What if I need to resit my GCSE Maths and/or English, can I do that at Bedford Greenacre?**

Yes! Resit GCSE sessions in Maths and English Language will be available to all students where necessary. It is a government requirement that students who don't gain a grade 4 or above in GCSE Maths or English Language must continue to study it during post-16 education. Students will be able to resit these exams in the November of their year 12 year.

### **Are there any entry requirements between Year 12 and Year 13?**

In most subjects, year 13 introduces more challenging content compared to year 12. To advance into year 13, students must demonstrate their readiness to handle this increased difficulty. A progression exam will be administered in May, with one opportunity for a resit, where students must achieve at least an E grade (or equivalent). Subjects with a project-based approach necessitate completion and submission of all assigned work to a satisfactory standard.

### **Are my subject choices guaranteed?**

Please bear in mind that this guide contains information on the subjects we are currently planning to offer in September. Interest shown by students, changes to staffing, timetable restrictions may mean that we may have to withdraw a subject from those that are offered. If any changes do take place, please be assured that we will do our utmost to consult and involve you.

### **On GCSE results day, how do I confirm my place?**

On or after the release of the GCSE results in August we also require students to confirm their place in the Sixth Form. This is to ensure we know how many students will be starting in Year 12 at the start of term in September. Students wishing to take up the offer of a place, subject to meeting the entry requirements, must confirm their place before the first day of term. Students who don't confirm their place after results day and by the September deadline may find their place in a particular subject is offered to a student who is on a reserve list, as mentioned above.

### **Can I change the subject choices after I get my GCSE results?**

If a student wishes to change the subjects they take up, this may be possible subject to the planned blocks and timetable.

If a student fails to meet the entry requirements each case will be considered individually and in negotiation with subject staff. It is hoped that all students who wish to come to the Sixth Form will be found a suitable set of subjects or course to follow.

# Sixth Form

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## FAQs



### **What does a typical at BGI Sixth Form look like?**

Students arrive at school by 8.45am for form time. The remainder of the day includes a mix of subject lessons, independent study periods, and enrichment activities. Students are permitted to leave the school at breaktimes and lunchtimes providing they are using their time responsibly.

### **Do I have to wear a uniform?**

Sixth Form students at BGI are not required to wear a uniform. However, there is a smart dress code to maintain a professional environment. For boys that is a suit, shirt and tie, for girls smart skirt/dress/trousers with a shirt/jumper. We do not allow trainers, jeans or hoodies.

### **Are there extracurricular activities?**

The sixth form provides a variety of opportunities both within and beyond the classroom, preparing our students for their next steps after Sixth Form. By balancing extracurricular activities, community involvement, and charitable work with their academic responsibilities and independent study, students can develop essential skills, enhance their personal growth, and build a strong foundation for future success. Whatever your interest, we have something for you! Whether you would like to join a sports team, audition for the school production, join CCF, complete your Duke of Edinburgh or start a club of your own, we encourage students to get involved in all aspects of school life.

### **What support is available?**

You will have access to comprehensive pastoral support from Mr. Woodward and the sixth form staff, in addition to your form tutors, subject teachers, and mentors. The team are dedicated to assisting you throughout your two years in sixth form, offering career guidance, academic support, and help with your future plans. Additionally, our school counsellors are available to discuss both mental and physical health, as we are committed to ensuring that our students are both happy and successful.

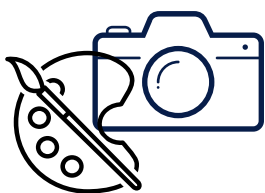




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## Sixth Form.

## we offer



## Art and Photography



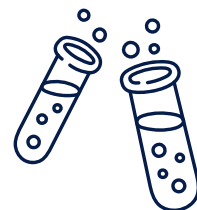
## Biology



## Business



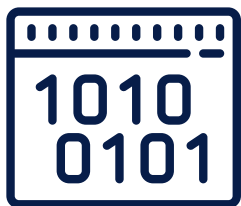
CamTech Business,  
Health and Social  
Care, ICT and Sport



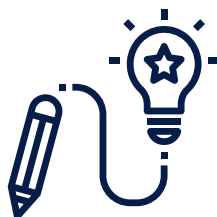
Chemistry



# Criminology



# Computer Science



## Design & Technology



## Theatre Studies



English  
Literature



## French



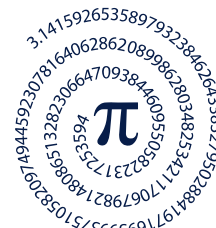
## Geography



## History



Law



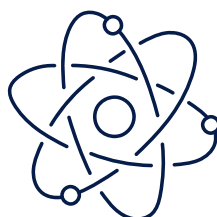
# Maths



PE



## Politics



## Physics



Psychology



Sociology

# A Level Art



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*The Edexcel A level Art and Design specification encourages personal, creative and imaginative approaches. Its four-unit structure maximises choice and flexibility, allowing students to follow a broad, open course or to specialise in one or more endorsements. Students work with both traditional and new media, and they can choose from fine art, three-dimensional design, textile design, photography – lens and light-based media, graphic communication and critical and contextual studies*

## The Aims

The course is designed to ensure that students not only develop practical artistic skills and abilities, but also study art and design and its various contexts.

In addition to making artefacts, students will be encouraged to reflect on their own work and on the work of others, and will develop their aesthetic understanding and critical judgement.

Students will also develop their intellectual, imaginative, creative and intuitive powers, as well as investigative, analytical, experimental, practical, technical and expressive skills.

### **Component 1: Personal Investigation. Internally set, assessed by the teacher and externally moderated. 60% of the total qualification**

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes. It incorporates three major elements: supporting studies, practical work, and a personal study. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification and is marked out of 18. Work must cover all four Assessment Objectives with 90 marks available.

### **Component 2: Externally Set Assignment, assessed by the teacher and externally moderated. 40% of the total qualification**

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes in response to an externally set theme. Students must continue to work within the same title as component 1. This component incorporates two major elements: preparatory studies and the 15-hour period of sustained focus. Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment. Work must cover all four Assessment Objectives with 72 marks available.

# A Level Biology



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*This OCR course provides a flexible approach, with the specification divided into topics, each covering different key concepts of biology. Teaching of practical skills are combined with the theoretical topics and they are assessed through the written papers.*

*Students will increase their understanding of a range of biological concepts and scientific methods. Biological mathematics and problem-solving skills are also incorporated in the course.*

## The Aims

To encourage student to develop essential knowledge and understanding of different areas of biology and how they relate to each other. To develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods. To develop competence and confidence in a variety of practical, mathematical and problem solving skills. To show enthusiasm for the subject, including developing an interest in further study and careers associated with biology. To understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

### Assessment:

Biological processes 37%. Biological diversity 37%. Unified biology 26%. Plus, a practical endorsement non-exam assessment.

Examinations take place in May/June.

### Module 1 – Development of practical skills in biology

Practical skills assessed in a written examination

Practical skills assessed in the practical endorsement

### Module 2 – Foundations in biology

Cell structure

Biological molecules

Nucleotides and nucleic acids

Enzymes

Biological membranes

Cell division, cell diversity and cellular organisation

### Module 3 – Exchange and transport

Exchange surfaces

Transport in animals

Transport in plants

### Module 4 – Biodiversity, evolution and disease

Communicable diseases, disease prevention and the immune system

Biodiversity

Classification and evolution

### Module 5 – Communication, homeostasis and energy

Communication and homeostasis

Excretion as an example of homeostatic control

Neuronal communication

Hormonal communication

Plant and animal responses

Photosynthesis

Respiration

### Module 6 – Genetics, evolution and ecosystems

Cellular control

Patterns of inheritance

Manipulating genomes

Cloning and biotechnology

Ecosystems

Populations and sustainability.

# A Level Business



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*Under the AQA Board, students will study the inter-related nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations. The course is designed to engage students with topics and issues that are relevant in today's society, through key contemporary developments such as digital technology, business ethics and globalisation topics*

## The Aims

This course helps students develop an enthusiasm for business by providing a broad understanding of how organisations operate in different contexts to meet society's needs. It encourages students to explore the complexities of business environments and their societal impact.

Students will study business behaviour from various perspectives, focusing on creative and enterprising solutions to problems and opportunities.

In addition, the course covers ethical dilemmas and responsibilities while developing key skills such as decision making, problem solving, critical thinking, and challenging assumptions. These are essential for navigating the modern business world.

**This is a linear qualification with examinations taken in May/ June. All assessments must be taken in the same series. The course is delivered over 2 years and have 10 Units (6 in year 1 and 4 in year 2).**

There are 10 units:

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

In the first year we enable the students to learn the key concepts of business and the key functional areas, such as Marketing, Operations, Human Resources and Finance.

The second year builds on this knowledge in a strategic way so that the students are able to hone their analytical skills to analyse the strategic ways in which a business can decide upon and implement changes.

Over the course, Students will review a wide range of concepts impacting the business environment including:

- the impact of technology on strategic decision making
- the influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions
- the difficulties in forecasting future trends
- the importance of assessing feasibility and risk when making strategic decisions
- the impact on stakeholders of strategic decisions and their response to such decisions.



# CamTech Business (1)



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*The OCR Level 3 Cambridge Technical Extended Certificate is a vocational qualification, equivalent to 1 A level. It is designed with the workplace in mind and can be studied alongside other A Levels or CamTech courses.*

## The Aims

Business education has two main objectives – to educate for business and about business. It is generally believed that business education should prepare students for entry-level employment in the business world. The aim is for students to develop their knowledge, skills, abilities, understanding, and attitudes that enable them to become effective members of the business community.

To provide students with an understanding of the nature of business activities and the environments within which they function.

To provide students with a knowledge of the theoretical and practical aspects of the operation of the various types of business organisations. To develop their understanding of the role of business activities in the modern world.

**The qualification is made up of coursework units and written examinations over the two-year period. It is not a linear course and written examinations can be taken in January and June. The overall qualification is graded with Pass (E grade), Merit (C grade), Distinction (A grade) and Distinction\* (A\* grade).**

This course consists of a variety of modules that encompass all the different factors needed when studying business.

- There are 5 units that have to be completed within the 2 years.
- Year 1 – 2 units are exam assessed
- The other 3 units are internally assessed through portfolios for each unit.

CamTech Business will suit a hard-working, independent and self-motivated learner who enjoys research and producing creative pieces of work to a high standard. The course has been developed to prepare students for the challenges they'll face in higher education or employment.

Designed in collaboration with experts spanning the breadth of the business sector, the Cambridge Technical in Business focuses on the skills, knowledge and understanding that today's universities and employers demand.

Students will practically apply their skills and knowledge in preparation for further study or the workplace. They will learn how a business might evolve from a small start-up business to a large multinational organisation, considering a range of different business types and gaining an understanding of how the choice of business type might affect the objectives that are set.

Students will also look at the internal workings of businesses, including their structure and how different functional areas work together. By looking at the external constraints under which a business must operate, they will gain an understanding of the legal, financial and ethical factors that have an impact. Students will also explore ways in which businesses respond to changes in their economic, social and technological environment; and gain an appreciation of the influence different stakeholders can have upon a business.

The business world places a high value on the ability to research, analyse and evaluate information in order to make considered decisions and our students will have the opportunity to gain these vital skills. They will develop practical employability skills, including the ability to communicate effectively with both internal and external stakeholders, and to manage their time effectively.

# CamTech Business (3)



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*The OCR Level 3 Cambridge Technical Extended Diploma is a vocational qualification, equivalent to 3 A levels. It's designed with the workplace in mind.*

*For a nation's economy, the growth of businesses is extremely important, but the processes involved are complex. Learning about which practices help businesses operate and become successful will help our students develop an understanding of the business world.*

## The Aims

Business education has two main objectives – to educate for business and about business. It is generally believed that business education should prepare students for entry-level employment in the business world. The aim is for students to develop their knowledge, skills, abilities, understanding, and attitudes that enable them to become effective members of the business community.

To provide students with a knowledge of the theoretical and practical aspects of the operation of the various types of business organisations. To develop their understanding of the role of business activities in the modern world.

To develop an awareness of the changing and integrated nature of business problems and an ability to explore and deal with these problems.

**The qualification is made up of coursework units and written examinations over the two-year period. It is not a linear course and written examinations can be taken in January and June. The overall qualification is graded with Pass (E grade), Merit (C grade), Distinction (A grade) and Distinction\* (A\* grade).**

This course consists of a variety of modules that encompass all the different factors needed when studying business.

- There are 15 units that have to be completed.
- 6 units are exam assessed (3 per year).
- The other 9 units are internally assessed through portfolios for each unit.

CamTech Business will suit a hard-working, independent and self-motivated learner who enjoys research and producing creative pieces of work to a high standard. The course has been developed to prepare students for the challenges they'll face in higher education or employment.

Designed in collaboration with experts spanning the breadth of the business sector, the Cambridge Technical in Business focuses on the skills, knowledge and understanding that today's universities and employers demand.

Students will practically apply their skills and knowledge in preparation for further study or the workplace. They will learn how a business might evolve from a small start-up business to a large multinational organisation, considering a range of different business types and gaining an understanding of how the choice of business type might affect the objectives that are set.

Students will also look at the internal workings of businesses, including their structure and how different functional areas work together. By looking at the external constraints under which a business must operate, they will gain an understanding of the legal, financial and ethical factors that have an impact. Students will also explore ways in which businesses respond to changes in their economic, social and technological environment; and gain an appreciation of the influence different stakeholders can have upon a business. The business world places a high value on the ability to research, analyse and evaluate information in order to make considered decisions and our students will have the opportunity to gain these vital skills. They will develop practical employability skills, including the ability to communicate effectively with both internal and external stakeholders, and to manage their time effectively.

# CamTech

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# ICT



Bedford  
Greenacre  
Independent  
School

*Cambridge Technicals are designed with the workplace in mind and provide a high-quality alternative to A Levels. Students will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure on a global scale, and the importance of legal and security considerations. Designed in collaboration with experts spanning the breadth of the sector, the Level 3 Cambridge Technicals in IT focus on the requirements that today's universities and employers demand.*

## The Aims

A sound understanding of IT technologies and practices is essential for IT professionals.

To demonstrate the uses of information in the public domain, globally, in the cloud and across the Internet, by individuals and organisations.

To gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations.

**Extended Certificate: Externally Assessed by exam, 1.5 hours X 2 , 1 hour X 1, 2 X internally assessed projects**

### **Unit 1: Fundamentals of IT (Level 3 Certificate – Applied General IT)**

Information learnt in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT.

Knowledge gained in the study of this unit will also help prepare students for relevant industry qualifications such as CompTIA A+, CompTIA Mobility+ and Cisco IT Essentials.

### **Unit 2: Global Information (Level 3 Certificate – Applied General IT)**

This unit will provide students with a greater understanding of how organisations use information sources both internally and externally and the types of information they will encounter. The skills gained by completing this unit will give them knowledge of the functionality of information and how data is stored and processed by organisations.

This unit will help students to understand the legislation and regulation governing information which flows in to and out of an organisation and the constraints and limitations that apply to it.

Knowledge gained in the study of this unit will also help prepare students for relevant industry qualifications such as VM Ware.

### **Unit 3 Cyber Security (Level 3 Extended Certificate – Applied General IT)**

Students will learn about the solutions that can be used to prevent or deal with cyber security incidents resulting from these challenges. Students will be able to apply their knowledge and understanding of cyber security issues and solutions by reviewing and making recommendations for ways to best protect digital systems and information.

### **2 Optional Units (Level 3 Extended Certificate – Applied General IT)**

Select from: Project Management, Product Development, Systems Analysis Design, The Internet of Everything

# CamTech

## Health & Social Care



Bedford  
Greenacre  
Independent  
School

*Our Cambridge Technicals in Health and Social Care allows students to develop their skills and knowledge in preparation for further study or the workplace. Students apply their skills and knowledge to offer appropriate care and support and build positive relationships to meet the needs of those they are working with*

### The Aims

The OCR Level 3 Cambridge Advanced National in Health and Social Care (Extended Certificate, equivalent to one A Level) is designed for students aged 16–19. This qualification develops the knowledge, understanding, and practical skills essential for progression to undergraduate study and careers within the health and social care sector.

The Health and Social Care AAQ Level 3 provides a strong foundation for a wide range of careers in the care profession. It is particularly well-suited for those aspiring to roles in midwifery, nursing, dentistry, social work, teaching, and other related fields.

**Course entry requirements**  
A grade 4–4 in combined science or a 4 in biology, as well as a grade 4 in English language is required.

This course is ideal for individuals with a compassionate nature who are motivated to make a meaningful impact in the lives of others. It explores real-world support strategies, public health initiatives, nutritional guidance, and approaches to promoting positive mental health.

**The qualification is made up of coursework units and written examinations over the two-year period.**

Course content

Over the 2 years, 6 units must be completed. They comprise of 2 examinations and 4 NEA (coursework) units

Year 1

F090 Principles of health and social care – examination

F091 Anatomy and physiology for health and social care – examination

Year 2

F092 Person-centred approach to care – coursework

F093 Supporting people with mental health conditions – coursework

F096 Supporting people in relation to sexual health, pregnancy and postnatal health – coursework

F097 Supporting healthy nutrition and lifestyles – coursework

### Extra experience

In addition to this, students have the opportunity to enhance their education and practical experience by completing a certificate through the Bedford Hospital Health and Care Academy. This programme, delivered in partnership with Bedford Hospital, provides an immersive exploration of the wide range of roles within a hospital setting. It offers valuable insight into the healthcare sector and frequently inspires students to consider careers in the Allied Health Professions and related fields



# CamTech Sport



Bedford  
Greenacre  
Independent  
School

*Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity provides learners with the opportunity, through applied learning, to develop core principles and knowledge and understanding required in the sport and physical activity sector.*

*Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity is an excellent qualification for those interested in working professionally in sports or the leisure industry.*

## The Aims

Students will develop knowledge, understanding and skills of the essentials of Sport and Physical Activity.

Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity gives students the opportunity to learn about how best to prepare your body and mind to maximise your performance as well as gaining insight into sports in a comparative sense.

Students will also gain an insight into the Sport and Physical Activity industry. Designed in collaboration with industry experts the qualifications focus on the requirements that today's employers demand.

**The Extended Certificate course is equivalent to one A Level and comprises: Unit 1 and 3, external written examination. Units 2, 10 and 17, internal examination (coursework)**

### Units covered:

#### **Unit 1- Body systems and the effect of physical activity**

In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them.

#### **Unit 2: Sports coaching and leadership**

The main part of the unit is related to you developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on your own practice and using this feedback to improve your performance as a sports coach or activity leader.

#### **Unit 3: Sports organisation and development**

In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. You will also gain an understanding of sports development, including the organisations involved.

#### **Unit 19: Sport and exercise psychology**

In this unit you will learn different motivations that people have for participating in sport and exercise and how performance can be managed through an understanding of attribution theory, stress and group dynamics. You will also learn the impacts that participation in sport and exercise can have on a person's mental health and wellbeing, whether an elite performer or a member of the general public

#### **Unit 17: Sports Injuries and Rehabilitation**

This unit will teach you how to recognise and treat common sports injuries both immediately and through longer-term rehabilitation programmes, the possible psychological impacts of sports injuries and how to minimise the risk of sports injuries occurring in the first instance.

# A Level Chemistry



Bedford  
Greenacre  
Independent  
School



*This OCR course offers a flexible approach where the specification is divided into topics, each covering different key concepts of chemistry. Teaching of practical skills is combined with the theoretical topics.*

## The Aims

Chemistry helps you to develop research, problem solving and analytical skills. It helps to you challenge ideas and show how you worked things out through logic and step-by-step reasoning. Chemistry often requires teamwork and communication skills too, which are important to develop.

The course encourages students to develop the essential knowledge and understanding of different areas of chemistry, and how they relate to each other.

Students will develop competence and confidence in a variety of practical, mathematical and problem solving skills.

Students will understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

### Examinations:

- Periodic table, elements and physical chemistry 37%.
- Synthesis and analytical 37%.
- Unified chemistry 26%.
- Practical endorsement non-exam. Examinations take place in May/ June.

### Module 1: Development of practical skills in chemistry

Practical skills assessed in a written examination

Practical skills assessed in the practical endorsement

### Module 2: Foundations in chemistry

Atoms, compounds, molecules and equations

Amount of substance

Acid-base and redox reactions

Electrons, bonding and structure

### Module 3: Periodic table and energy

The periodic table and periodicity

Group 2 and the halogens

Qualitative analysis

Enthalpy changes

Reaction rates and equilibrium (qualitative)

### Module 4: Core organic chemistry

Basic concepts

Hydrocarbons

Alcohols and haloalkanes

Organic synthesis

Analytical techniques (IR and MS)

### Module 5: Physical chemistry and transition elements

Reaction rates and equilibrium (quantitative)

pH and buffers

Enthalpy, entropy and free energy

Redox and electrode potentials

Transition elements

### Module 6: Organic chemistry and analysis

Aromatic compounds

Carbonyl compounds

Carboxylic acids and esters

Nitrogen compounds

# Level 3 Diploma Criminology



Bedford  
Greenacre  
Independent  
School



WJEC Level 3 Applied Diploma in Criminology is equivalent to 1 A level qualification with elements of psychology, law and sociology that complements studies in humanities. The qualification involves the study of criminal behaviour and its effects, patterns of crime, criminal statistics and various processes within the criminal justice system. The subject seeks to find answers to academic and societal questions, such as what causes criminal behaviour, what is the effect of crime on society and how crime has changed in the last 100 years.

## The Aims

In Year 12, students get to learn about different types of crimes, explanations for why people commit crime and how we deal with criminals. They also study real life examples of high profile crimes and learn about the media campaigns that arise from them, which aim to change the law.

In Year 13, students look at what happens at the scene of a crime, the forensic and police investigation process, how cases are prepared for trial, and what happens in the courtroom at a criminal trial. They also look at our current forms of punishments, such as prison sentences, and consider how effective these are for deterring criminals.

### Unit 1:

- Different types of crime
- Why are certain crimes not reported to the police?
- What are the consequences of crimes not being reported?
- How does the media represent certain crimes?
- How do the public perceive certain crimes?
- Learn about examples of campaigns that have changed the law
- How effective campaigns are in changing the law
- Students design their own campaign

### Unit 2:

- How do we define what is and is not a crime?
- How does our idea of 'crime' change over time and between cultures?
- Criminological theories (explanations of crime)
- How useful are these explanations for explaining crime?
- What policies are in place to prevent/reduce crime?

### Unit 3: Who is involved in criminal investigations?

- How are investigations carried out?
- How is evidence processed?
- What rights do individuals have?
- What is the criminal justice process?
- What factors affect criminal trials?

### Unit 4:

- How are laws made?
- How is the criminal justice system organised?
- How do we control people's behaviour?
- How do we punish people if they commit a crime?
- How effective is our system of punishment?

## ASSESSMENT

The course is comprised of 4 units each worth 25% of the overall grade.

Two of the units will be assessed through students writing an extended assignment (controlled assessment).

The other two units are each assessed by a 90-minute external exam.

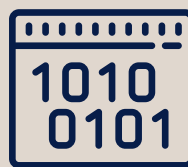
This assessment structure is particularly useful in helping students to spread out their exams and controlled assessment across the two year A Level course.

# A Level

# Computer Science



Bedford  
Greenacre  
Independent  
School



*The OCR A Level Computer Science qualification helps students understand the core academic principles of computer science. Classroom learning is transferred into creating real-world systems through the creation of an independent programming project. Our A Level will develop the student's technical understanding and their ability to analyse and solve problems using computational thinking*

## The Aims

The aims of this qualification are to enable learners to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- The capacity to think creatively, innovatively, analytically, logically and critically
- The capacity to see relationships between different aspects of computer science
- Mathematical skills.

Students must take all three components to be awarded the OCR A Level in  
Computer systems – 40 % of grade 2.5 hours exam  
Algorithms and programming – 40 % of grade 2.5 hours exam  
Programming project – 20% of grade

### Component 01: Computer systems

Students are introduced to the internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. The resulting knowledge and understanding will underpin their work in component 03.

It covers:

- The characteristics of contemporary processors, input, output and storage devices
- Types of software and the different methodologies used to develop software
- Data exchange between different systems
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues.

### Component 02: Algorithms and programming

This builds on component 01 to include computational thinking and problem-solving.

It covers:

- What is meant by computational thinking (thinking abstractly, thinking ahead, thinking procedurally etc.)
- Problem solving and programming – how computers and programs can be used to solve problems
- Algorithms and how they can be used to describe and solve problems.

### Component 03: Programming project

Students are expected to apply the principles of computational thinking to a practical coding programming project. They will analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The project is designed to be independently chosen by the student and provides them with the flexibility to investigate projects within the diverse field of computer science. We support a wide and diverse range of languages.



# A Level

# Theatre Studies



*The Edexcel course offers students clear and coherent structure with a straightforward approach featuring three components, one that focuses on devising, one that focuses on performing or designing skills and one that focuses on practical exploration of texts to interpret them for performance.*

## The Aims

Students will develop and apply an analytical framework for creating, performing, and understanding drama and theatre. They will learn the role of theoretical research in theatre creation and how practical exploration informs theoretical knowledge.

Students will appreciate how social, cultural, and historical contexts influence drama and theatre, and understand 21st-century theatre practices.

Students will explore the collaborative nature of theatre roles, develop a range of theatre-making skills, and cultivate the creativity and independence necessary to become effective theatre makers

**This is a linear qualification with examinations taken in May/June. All assessments must be taken in the same series. The course is delivered over 2 years and have 10 Units (6 in year 1 and 4 in year 2). Component 1 non-examination 40%, internally assessed and externally moderated. Component 2 non-examination assessment 20% of the qualification and externally assessed by visiting moderator. Component 3 written examination, 40% of the qualification.**

### Component 1: Devising

- Devise an original performance piece.
- Use one key extract from a performance text and a theatre practitioner as stimuli.
- Centre choice of text and practitioner.
- Performer or designer routes available.

### Overview of the assessment:

- A portfolio which can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12–14 minutes or can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes).
- The devised performance/design realisation.

### Component 2: Text in Performance

- A group performance/design realisation of one key extract from a performance text.
- A monologue or duologue performance/design realisation from one key extract from a different performance text.
- Centre choice of performance texts.

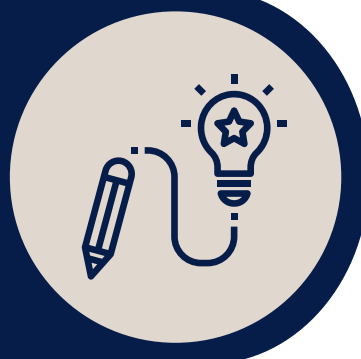
### Component 3: Theatre Makers in Practice

- Live theatre evaluation – choice of performance.
- Practical exploration and study of a complete performance text – focusing on how this can be realised for performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimaged for a contemporary audience.
- Centre choice of 15 performance texts. Choice of eight practitioners.

# A Level

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# 3D Design



*The WJEC GCE in Design and Technology offers a unique opportunity for learners to identify and solve real problems by designing and making products or systems. It is an inspiring, rigorous and practical subject which encourages learners to use creativity and imagination when applying design processes, considering their own and others' needs, wants, aspirations and values.*

## The Aims

Students will cultivate curiosity about product and system design, manufacturing, and their impact on daily life.

Working collaboratively, they will refine ideas based on feedback from users, peers, and experts. They will gain insight into creative, engineering, and manufacturing industries, and develop critical, creative, and innovative thinking through research and exploration of design opportunities.

Students will acquire a deep understanding of materials and learn to make informed design decisions, taking projects from concept to product stage. They will also explore cultural, economic, environmental, historical, and social aspects related to design.

### **Studying Product Design, students will explore the following:**

- The characteristics and working properties of materials relevant to product design and manufacture, including: metals, woods, polymers, textiles, composites, smart and modern materials.
- The use of adhesives, permanent, and semi-permanent fixings.
- The use of surface finishes and coatings to enhance appearance, and methods of preventing corrosion and decay such as paints, varnishes, sealants, preservatives, anodising, plating, coating, galvanization and cathodic protection.
- The performance characteristics of woods, metals, and polymers including toughness, hardness, elasticity and durability in relation to specific product applications.
- The application of smart and modern materials.
- Production processes including moulding, extrusion, laminating, milling, turning, casting, stamping, and forming; the use of ICT, prototyping, jigs and fixtures
- The main features of and the advantages and disadvantages of production processes including moulding, extrusion, laminating, milling turning, casting, stamping, forming, injection moulding, blow moulding, composting, combining, laminating and reforming.
- Methods of cutting/wasting, industrial forming (a range of materials).
- Joining and finishing a variety of materials such as casting, laminating and bonding.
- Industrial and commercial practice including manufacturing processes and systems, product manufacture and maintenance, production scales, and quality control in relation to manufacturing and the design industries.
- Modular/cell production systems, just-in-time manufacturing, bought-in parts and components and the use of standardised parts.

# A Level

# English Literature



*Studying literature feeds the imagination. The analytical, interpretative and discursive skills you develop by studying literature will also prove excellent preparation for university and the workplace. When studying Literature, students can learn that language can be used for specific and aesthetic purposes. Familiarity with the concepts of beat, metre and rhythm can improve their own writing as they are able to appreciate and apply these ideas.*

## The Aims

To encourage learners to develop their interest in and enjoyment of literature and literary studies as they:

- read widely and independently both set texts and others that they have selected for themselves
- engage critically and creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation in writing
- explore the contexts of the texts they are reading and others' interpretations.

**The assessment of the OCR A Level in English Literature is split into three components: two examined components each worth 40% of the qualification and one non examined assessment component worth 20%.**

The Drama and poetry pre-1900 examination covers three pre-1900 texts: Shakespeare, drama pre-1900 and poetry pre-1900.

The comparative and contextual study component covers two prose texts and one unseen text.

The non-examined assessment component covers three post-1900 texts: one prose, one poetry and one drama including one post-2000 text.

The OCR A Level in English Literature develops students' ability to analyse, evaluate, and make connections. Students study at least eight texts, covering prose, poetry, and drama, including three texts from before 1900 (one by Shakespeare), one post-2000 text, and one unseen text.

Students will develop independence and judgment as they reflect on their knowledge of various literary texts and reading methods. They will understand how writers shape meanings, how texts are interpreted, and the significance of cultural and contextual influences.

Students will analyse the structure, form, and language of texts, and articulate personal and creative responses using appropriate terminology and accurate written expression. They will explore different interpretations of texts over time.

Students will connect texts across drama and poetry genres, understanding cultural and contextual influences on writers, readers, and audiences. They will explore relationships between texts and literary traditions, movements, and genres, considering how attitudes and values are expressed

# A Level French



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Independent  
School

BONJOUR

*French is widely spoken across the world so being able to speak French can provide you with travel and work opportunities, meaning studying the language will be a huge asset. French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. After English and German, French is the third most widely used language on the Internet. Foreign language study enhances listening skills and memory and also improves the knowledge of one's own language.*

## The Aims

Students will develop their language knowledge, understanding and skills using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing.

They will apply their knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression.

Students will listen and respond to spoken passages including contemporary, historical and literary, fiction and non-fiction texts, understanding the main points from spoken and written material.

**Paper 1 Listening, reading and writing: Written exam: 2 hours 30 minutes, 100 marks, 50% of A-level. Paper 2 Writing: Written exam: 2 hours, 80 marks, 20% of A-level. Paper 3 Speaking: Oral exam: 21–23 minutes (including 5 minutes preparation time), 60 marks, 30% of A-level.**

AQA A-level French builds on the knowledge, understanding and skills gained at GCSE. It focuses on language, culture and society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree.

The specification has been designed to be studied over two years, although students can take an AS at the end of year 12 if they do not wish to progress to the second year of the course.

The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries. In the second year further aspects of the social background are covered, this time focusing on issues such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations. Teenagers and the extent to which they are politically engaged looks towards the future of political life in French-speaking society.

For the writing paper we will study a book about a young Jewish boy's life in France under Nazi occupation ('Un Sac de Billes' de Joseph Joffo – a true story) and we'll also study the film 'Entre les murs' which looks at life in a school in a poor area of Paris.

In addition, students will conduct individual research on a subject of personal interest, relating to the country or countries where French is spoken, so as to present and discuss this in the oral exam.



# A Level Geography



Bedford  
Greenacre  
Independent  
School



*There has never been a better or more important time to study A level Geography. Dealing with vital issues such as climate change, migration, environmental degradation, social issues and natural hazards. Students enjoy the scope of the material they cover, the insights it can provide into the world around us, and the highly contemporary nature of the issues it tackles. If you want to learn more about our world and want to develop further understanding of the challenges that different parts face then this course will suit you.*

## The Aims

Students will develop knowledge of locations, processes, and environments, from local to global scales.

They will understand physical and human geography processes across various temporal and spatial scales and analyse the complexity of people-environment interactions, underpinning key global issues.

Students will also learn to apply concepts of place, space, scale, and environment, including causality, systems, equilibrium, feedback, inequality, representation, identity, globalization, interdependence, mitigation, adaptation, sustainability, risk, resilience, and thresholds.

The AQA A level examination comprises of 3 components 2 examinations and 1 piece of coursework.

AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).

AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).

AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to: investigate geographical questions and issues, interpret, analyse and evaluate data and evidence, construct arguments and draw conclusions (20–30%). This is a linear qualification, students must complete all assessments at the end of the course and in the same series in May/June.

The AQA Geography A Level course looks at the relationships between different places, different populations and how the environment and people are dependent on each other.

### Year One Course Content

- 1. Physical Geography
  - Coastal Systems and Landscapes
  - Water and Carbon Cycles
- 2. Human Geography
  - Changing Places
  - Geography Investigation
  - Fieldwork Requirement 4 days
  - Independent Coursework

### Year Two Course Content

- 1. Physical Geography
  - Hazards
- 2. Human Geography
  - Population and the Environment
  - Global Systems and Global Governance
  - Geography Investigation
  - Independent Coursework Continued

# A Level History



Bedford  
Greenacre  
Independent  
School



*Historical narratives offer us stories of humility, courage, wisdom and – most importantly – hope. In essence, history teaches us to move forward, recognise our mistakes and learn from them to create a better existence for all. The aim of history is to further your understanding and knowledge of the past and increase your ability to present that understanding and knowledge with clarity, insight and discrimination.*

## The Aims

Students will develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. They will acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity.

The course will build on their understanding of the past through experiencing a broad and balanced course of study and they will improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Students will develop the ability to ask relevant and significant questions about the past, and to research them to acquire an understanding of the fundamental nature of historical study; that judgements are provisional and always based on the available evidence.

Unit 1 has two elements. A Period of Study and an Enquiry. The choice for this unit is Britain 1930–1997 (Enquiry topic: Churchill 1930–1951).

The Period Study element is assessed by essays, which will allow learners to develop their use and understanding of historical terms, concepts and skills. The Enquiry element precedes the Period Study element, providing increased coherence and coverage of the chosen period of British history. In the Enquiry element, the focus will be on the critical use of source evidence in investigating and assessing historical questions, problems and issues.

Unit 2 focuses on a non-British period of study. The choice for this unit is The Cold War in Europe 1941–1995.

Students will be required to answer both a traditional 'Period Study' essay (as in a unit 1) and a shorter question assessing the significance of two events pertaining to a different key topic from within the option chosen. The length of the periods studied within this unit group will encourage students to develop their interest in, and understanding of, important developments. They will also enable students to ask significant questions about important issues.

Unit 3 is the Thematic study with Historical interpretations. The choice for this unit is Popular Culture and the Witchcraze of the 16th and 17th Centuries.

There are two elements to the thematic study and historical interpretations unit group: the thematic essay which will require students to consider developments over at least 100 years, and the in-depth interpretation element where students will comprehend, analyse and evaluate the ways in which the past has been interpreted by historians, by using their knowledge of specific individuals, events or developments that are prominent within the theme. Students will also be required to show an understanding of the wider historical debate connected to the issues.

Unit 4 is a Topic based essay. An independently researched and written essay of 3000–4000 words. This unit is a non-examined, internal assessment that is externally moderated. The essay should include an explanation and analysis of different perspectives on a clearly stated historical issue, drawing on a range of primary and secondary material.

# A Level Law



Bedford  
Greenacre  
Independent  
School



*Studying A Level Law links to all aspects of society and it helps students develop a range of transferable skills, such as analytical skills, logical thinking, research skills, essay writing skills and the ability to produce a balanced argument.*

*Students will learn about the legal system, law making, the nature of law, criminal law, the law of tort and the law of contract.*

## The Aims

Develop competence in legal skills, focusing on the nature of law, legal issues, the English legal system, and substantive law.

Students must analyse factual scenarios, identifying key facts and legal issues, and formulate legal arguments by interpreting legislation and applying case law precedent.

Students will identify and break down relevant legal rules and principles, applying them to hypothetical scenarios.

Build reasoned legal arguments using legal principles & citations. Construct clear, concise arguments with legal terminology.

The OCR LAW A level has three components: The legal system and criminal law, Law making and the law of tort and Further law.

Students develop an understanding of the English legal system, the nature of law, and both private and public law through legal method and reasoning, focusing on statutory interpretation and judicial precedent.

### Component 01: The Legal System and Criminal Law

- Section A: The Legal System: Focuses on civil and criminal courts, legal professions, and access to justice. Students gain knowledge of legal processes, roles, and the evolving nature of the legal system.
- Section B: Criminal Law: Covers rules, criminal liability, offences against persons and property, and defenses. Students apply legal knowledge to scenarios and critically assess criminal law.

This component has a 2-hour exam worth 33⅓% of the grade.

### Component 02: Law Making and the Law of Tort

- Section A: Law Making: Focuses on law-making in England and Wales, understanding legal methods and the roles of Parliament and judges, including non-elected bodies.
- Section B: Law of Tort: Covers negligence, occupiers' liability, and remedies. Students apply legal knowledge to scenarios and critically assess the law of Tort.

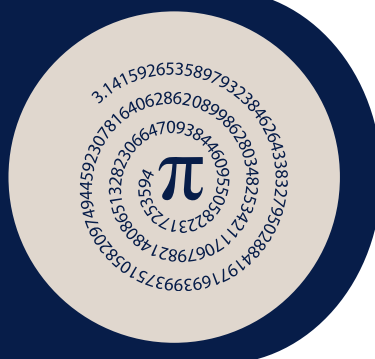
This component has a 2-hour exam worth 33⅓% of the grade.

### Component 03: Further Law

- Section A: The Nature of Law: Explores the law's interaction with morality, justice, society, and technology, considering if law reflects societal morals and adapts to changes.
- Section B: The Law of Contract: Covers contract formation, terms, and enforcement, including consequences of breaches.

This component has a 2-hour exam worth 33⅓% of the grade.

# A Level Mathematics



Bedford  
Greenacre  
Independent  
School

*Mathematics makes our life orderly. Qualities nurtured by mathematics include the power of reasoning, creativity, abstract or spatial thinking, critical thinking, problem-solving ability and effective communication skills. Mathematics is incredibly important and without a good understanding of mathematical rules we can encounter problems in our everyday life.*

## The Aims

Understand mathematics, promoting confidence, enjoyment, and a foundation for further study.

Grasp coherence and progression in mathematics and how areas connect.

Use mathematical knowledge for logical problem-solving and communicate rationale clearly.

Reason logically and recognise incorrect reasoning.

Apply mathematical skills to solve challenging problems and decide on strategies. Represent situations mathematically and understand the relationship to models.

Draw diagrams and sketch graphs to explore and interpret solutions.

Comprehend and communicate mathematical arguments, including justifications.

Use technology like calculators and computers effectively and appropriately.

The Edexcel A level examination consists of 3 components: Paper 1: Pure Mathematics 33.33%. Paper 2: Pure Mathematics 2 33.33%. Paper 3: Statistics and Mechanics 33.33%. Examinations are taken at the end of the 2 year course in May/ June.

<p>Year 1 content:</p> <p>Algebra and Functions</p> <p>Coordinate Geometry</p> <p>Statistical Sampling</p> <p>Data Presentation and Interpolation</p> <p>Further Algebra</p> <p>Quantities and Units in Mechanics</p> <p>Kinematics</p> <p>Trigonometry</p> <p>Vectors in 2D</p> <p>Probability</p> <p>Statistical Distributions</p> <p>Forces and Newton's Laws</p> <p>Differentiation</p> <p>Integration</p> <p>Statistical Hypothesis Testing</p> <p>Kinematics</p> <p>Logarithms and Exponential</p>	<p>Year 2 content:</p> <p>Algebra and Functions</p> <p>Partial Fractions</p> <p>Functions and modelling</p> <p>Sequences and series</p> <p>Binomial expansion</p> <p>Regression and correlation</p> <p>Probability</p> <p>Trigonometry</p> <p>Parametric equations</p> <p>Differentiation</p> <p>Moments</p> <p>Forces</p> <p>Applications of Kinematics</p> <p>Numerical methods</p> <p>Application of Forces</p> <p>Projectiles</p> <p>The Normal Distribution</p> <p>Integration</p> <p>Vectors in 3D</p>
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The objective is for students to be able to construct rigorous mathematical arguments, make deductions and inferences, assess the validity of mathematical arguments and explain their reasoning.

Universities and employers place a high value on A level mathematics and it helps to open up career opportunities in many different professions. Students wishing to pursue a mathematical career might consider the following areas: engineering, operational research, analysis, accountancy, actuary and insurance.



# A Level

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## PE



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*As A level physical education combines science, psychology, sociology and practical performance it supports applications for a wide range of university courses including PE teaching; sports management; sports development, sports therapy and nutrition to name a few. In addition, the course contents of anatomy and physiology also supports entry into the sport and leisure industry.*

## The Aims

For the NEA it is expected that students will be performing or coaching their activity or sport outside of school and in regular competitions (must be from the OCR approved activity list).

It is an expectation that video evidence is collected of the student performing in their chosen activity and they will have overall responsibility of commentary of their performance.

Multiple unedited videos are required demonstrating the highest standard at which the students compete or coach providing a true reflection of their sporting or coaching ability.

Exam Board OCR. This course is a two year linear qualification, this means that students will sit both their exams and submit their non-exam assessment (NEA) at the end of the course.

The A level examination (70%) will consist of three papers, Paper one being 2 hours long and papers 2 & 3 both 1 hour long, the remaining 30% NEA will consist of a performance assessment (in the form of video evidence) and an analysis of performance.

Lesson structure and expectations

The A level examination papers will be made up of a variety of multiple choice, short answer and extended writing questions, this will be covered during classroom based theory lessons across seven units.

- Applied anatomy and physiology
- Skill acquisition
- Sport and society
- Exercise physiology
- Biomechanical movement
- Sport psychology
- Contemporary issues in physical activity and sport

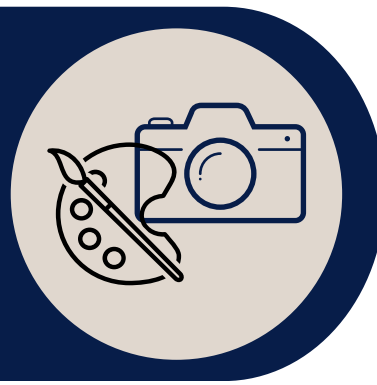
Course requirements

A grade 4-4 in combined science or a 4 in biology, as well as a grade 4 in English language is required. Where students have also studied GCSE PE, a grade 5 is also required.

# A Level

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# Photography



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Independent  
School

*Photography A Level will introduce you to a variety of experiences, exploring a range of photographic media, techniques and processes. Researching the work of other photographers and artists is an integral part of the investigating and making process. When you complete the course you'll be able to express ideas and link your intentions to outcomes in a confident and assured manner. This qualification will encourage you to explore and develop specialist photography skills in a creative and innovative way.*

## The Aims

This course will develop students' creative thinking skills and they will be able to construct photographic images so that they contain high visual appeal and visual communication.

This course is also about project management, so the skills and academic requirement will enable students to build projects of their own.

Photography is an exciting medium that can be used in many different ways.

Careers in photography include: Art careers, Advertising, Commercial work, Editorial, Fashion, Film, Food, Forensic, Industrial, Architectural, Ariel, Portraiture and Wedding photography, Sports and Travel, Medical, etc.

Unit One is worth 60% of the grade. Unit Two is worth 40% of the grade. Examinations take place in May/June and are internally and externally assessed/moderated.

The A-level Edexcel Photography course enhances students' visual, technical, cognitive, and analytical skills, demanding strong technical, aesthetic, and critical abilities with sophisticated presentation. Students refine visual language, critique imagery, and expand their critical vocabulary for artistic analysis.

Photography, akin to drawing, is a "graphic representation with light." Students must reflect, refine, and apply observations, using the best tools and techniques. Drawing methods aid in planning shots, analysing imagery, and understanding visual language. Various tools and materials should be used to record surroundings and sources

Photography includes film, video, digital imaging, and light-sensitive materials. Techniques convey messages and create works related to other disciplines. Photographers plan shots meticulously, considering location, weather, and props. Students should explore new technologies alongside traditional and digital photography.

Students must understand image and content copyright, including incorporating others' work and managing reproduction permissions. Familiarity with contemporary and emerging concepts, and the ability to analyse and evaluate photography's purposes, meanings, and contexts, is essential.

Students will study lighting, lenses, cameras, and both digital and non-digital light-sensitive materials. They will explore materials used in print and screen-based photography, consider how formal elements evoke responses, and study the production and presentation of digital and print-based photographs.

# A Level Politics



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*Lively, relevant, controversial. There is no denying that Politics is one of the most interesting and engaging subjects you can study. Covering news and current affairs from the UK and US, it helps you understand the intricacies of government and political processes. You will develop research skills, written communication and debate skills, becoming more confident as you progress. It's ideal if you're considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, media and the civil service.*

## The Aims

Students will develop knowledge and an informed understanding of political structures and issues in their historical context, both within the UK and globally.

They will develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes.

Students will develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics.

Develop critical thinking & debate for modern politics.

The AQA A level in Politics is made up of 3 components:

Paper 1 written exam: 2 hours, 33⅓ % of A- level.

Paper 2 written exam: 2 hours, 33⅓ % of A-level.

Paper 3 written exam: 2 hours, 33⅓ % of A-level.

There are three broad areas of study in this specification:

- the government and politics of the UK
- the government and politics of the USA, and comparative politics
- political ideas.

The specification requires in depth study of UK and US government and politics. Comparisons across the two political systems are required in the topic entitled Comparative politics. Students will be required to identify parallels, connections, similarities and differences between aspects of politics. This will ensure that students develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes.

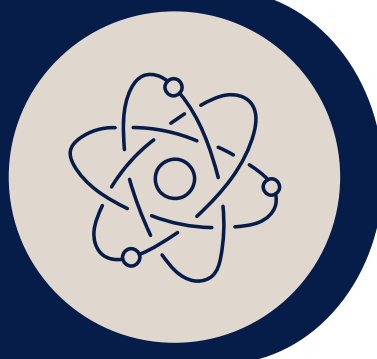
The political ideas to be studied have relevance to both of the systems of government and politics. The study of four key political ideologies w

An essential element of the assessment of students' work in A-level politics is the extent to which they display a synoptic or holistic understanding of the subject. A-Level Politics assessment emphasizes applying knowledge from various course modules to analyse complex topics.

# A Level

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# Physics



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*Studying physics lets you explore the world at all scales – from the tiny subatomic quark to the entire universe! Physics provides you with tools and techniques to make predictions and solve complex problems. And it introduces you to the sometimes beautiful, sometimes downright ugly truths that govern the world around us. In essence, studying physics gives you a deep understanding of how the world works.*

## The Aims

Students will develop essential knowledge and understanding of different areas of physics and how they relate to each other.

Students will develop competence and confidence in a variety of practical, mathematical and problem solving skills, whilst developing their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with physics.

Students will learn to understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

### Module 1 – Development of practical skills in physics

- o Practical skills assessed in a written examination
- o Practical skills assessed in the practical endorsement

### Module 2 – Foundations of physics

- o Physical quantities and units
- o Making measurements and analysing data
- o Nature of quantities

### Module 3 – Forces and motion

- o Motion
- o Forces in action
- o Work, energy and power
- o Materials
- o Newton's laws of motion and momentum

### Module 4 – Electrons, waves and photons

- o Charge and current
- o Energy, power and resistance
- o Electrical circuits
- o Waves
- o Quantum physics

### Module 5 – Newtonian world and astrophysics

- o Thermal physics
- o Circular motion
- o Oscillations
- o Gravitational fields
- o Astrophysics and cosmology

### Module 6 – Particles and medical physics

- o Capacitors
- o Electric fields
- o Electromagnetism
- o Nuclear and particle physics



# A Level Psychology



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*Psychology underpins the world as we know it, it makes people become more conscious of their and others actions. It is highly rewarding discipline as well. We will explore topics such as memory, social influence and psychopathology which will help answer questions like 'What is schizophrenia?' and 'How can it be treated?'*

## The Aims

The course aims to

- develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

We will be studying the Eduqas Psychology specification which is assessed over 3 Papers, all 2 hours in length and of equal weighting.

Paper 1 - Introductory Topics in Psychology

Paper 2 - Psychology in Context

Paper 3- Issues and Options in Psychology

Compulsory content

- 1 Social influence
- 2 Memory
- 3 Attachment
- 4 Psychopathology
- 5 Approaches in Psychology
- 6 Biopsychology
- 7 Research methods
- 8 Issues and debates in Psychology

Optional

Option 1

- 9 Relationships
- 10 Gender
- 11 Cognition and development

Option 2

- 12 Schizophrenia
- 13 Eating behaviour
- 14 Stress

Option 3

- 15 Aggression
- 16 Forensic Psychology
- 17 Addiction

# A Level

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# Sociology



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*Our A Level in Sociology provides students with the exciting opportunity to gain a deeper understanding of the world around them and reflect on social issues that are often relevant to their own social experiences. This opens up the possibility for fascinating discussions, for example about social class, representations of youth and gender, and to understand the role of education and families in social development.*

## The Aims

Students acquire knowledge and a critical understanding of contemporary social processes and social changes.

They have the opportunity to develop a broad set of desirable key skills, including the ability to analyse and formulate clear, logical arguments with scope for extensive evaluation from a range of theoretical perspectives.

The course is assessed entirely through examinations and lessons will consist of debate, discussion, and engagement with theories, case studies and ideas.

Students are expected to bring a willingness to work hard and a well-informed, inquisitive and open mind.

Exam Board is AQA. In year 12, we study topics such as families and households, research methods and education. In year 13, this is developed and furthered with a critical engagement in theory and methods, and an examination of inequalities in society, the role of the media, and crime and deviance. We study key sociological theories such as Marxism and feminism and apply these to our own learning and ideas about society.

Sociology is a popular university subject in its own right and can often be teamed with social policy, anthropology, criminology and social work. Students with sociology are in demand as they have developed skills of research and enquiry, as well as essay writing skills, and show a keen and active interest in people and society.

As well as sociology and related degrees, students often go on to pursue degrees and careers in nursing and social care, probation services, psychology, history, the media, policing, law, anthropology: in fact, almost any avenue is open!

Developing strong critical thinking skills, combined with fostering a global outlook, is hugely beneficial to students whether in higher education, the workplace or society in general.





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