



BEDE'S
CONSCIENTIOUS

Fifth Form Courses

BEDE'S
EXTRAORDINARY
**ACADEMIC
2024
HIGHLIGHTS**

146
**A-LEVEL
CANDIDATES**

60%
**A/A* GRADES
AT A-LEVEL**

97%
**MERIT &
ABOVE
AT BTEC**

100%
**PASS
RATE
IN 47
COURSES**

80%
**A*-B GRADES
AT A-LEVEL**

86%
**A*-B AT A-LEVEL
MATHEMATICS**

87%
**A-LEVEL
PUPILS ACHIEVED
AT LEAST 1 A/A***

45%
**9-7 AT
GCSE**

58
**GCSE PUPILS WITH
AT LEAST FIVE
9-7's GRADES**

36
**SUBJECTS
OFFERED
AT GCSE**

94%
**GCSE
PASS RATE**

53
**PUPILS WITH
PLACES AT
RUSSELL GROUP
(or equivalent)**

39
**SUBJECTS
OFFERED AT
A-LEVEL/BTEC**

25%
**A-LEVEL GRADES
AWARDED AN A***

179
**GCSE
CANDIDATES**

Welcome

The choices made as a pupil approaches the Fifth Form are amongst the most difficult they will have encountered. While all pupils will study English, Maths GCSE along with a Science GCSE/BTEC there is an enormous range of subjects from which to choose.



My main message would be not to worry - the Bede's Faculty and Fifth Form team will guide every individual through every step of the process. These years will be full of personal growth and development as pupils decide real areas of specialisation. They will emerge, at the end of two years' study, ready to face the challenges of the Sixth Form and life beyond.

It will be a busy and exciting journey for all of us!

John Tuson
Principal Deputy Head

As a pupil at Bede's, you have a multitude of exciting opportunities ahead of you, and we are here to guide you through the process of selecting the courses that will help you achieve your goals. Bede's offers a diverse range of courses, from traditional academic to more modern subjects, allowing you to tailor your education to your interests and career aspirations. We believe that every pupil has the potential to excel, and we are committed to supporting you in reaching your full potential. We hope that this booklet will serve as a valuable resource in your academic journey.



Nicholas Abrams
Assistant Head: Academic

The Fifth Form can appear daunting, and with good reason. The GCSE /BTEC exams taken at the end of the two years are the first set of national examination hurdles that pupils will face on their journey onwards, toward their careers of choice. The effects of certificates earned will last a lifetime, but there is no need to panic!



All pupils are required to study English, Maths and Science which ensure that they have the opportunity to achieve the basic GCSE entry requirements for any possible future, whether currently hoped for or, as yet, unknown.

Beyond this, it really is important that pupils must study what they most enjoy. A balance between the humanities, creative subjects and the more practical hands-on subjects is advisable for many pupils but, equally, may others will choose to specialise, with two or three of their choices in a particular Faculty.

Mandy Waterhouse
Director of Studies (GCSE)

With the myriad available within the Co-Curricular Programme, there are more than enough options for pupils to 'round out' their curriculum vitae. With future careers in mind, it is worth discussing hopes and intentions with us as early as possible so that we might advise the best combinations of courses and activities for particular aspirations or seek solutions to schedule conflicts.



The Fifth Form programme includes comprehensive guidance on making Sixth Form choices, as well as a robust careers advice component.

Edem Onofeghara
Assistant Director of Studies (GCSE)

Our Vision

Where every child finds joy in their pursuit of brilliance

Our Mission

We continue to craft a more joyful education.

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

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

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

Our Values

Be Compassionate

Because a caring community fosters belonging.

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

Be Courageous

Because fortune favours the brave.

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

Be Curious

Because wisdom can be found off the beaten track.

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

Be Conscientious

Because dedication is a spearhead of success.

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

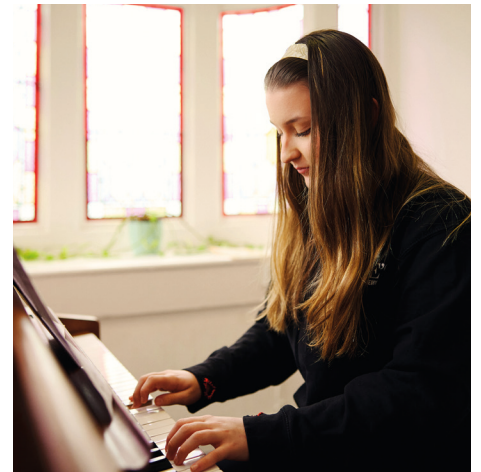
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The Bede's Fifth Form Experience

Life as a Fifth Form pupil at Bede's is a time of growth, exploration, and preparation for the future. As pupils transition into the Fifth Form they are given more freedom and responsibility to shape their academic and personal journeys.

Academically, the Fifth Form is a pivotal time for pupils. They are preparing for important exams, such as GCSEs or BTECs, that will determine their future academic options. With the support of their teachers, they are challenged to push themselves to reach their full potential, and to develop the study skills and discipline needed to succeed in higher education and beyond.

In addition to academic challenges, the Lower Fifth provides pupils with opportunities for personal growth and exploration. They are encouraged to participate in extracurricular activities, such as sports, music and drama, whilst getting involved in the life of a busy school. These experiences allow

pupils to develop their leadership skills, build new relationships, and explore their interests outside of the classroom.

At Bede's, Fifth Form pupils benefit from a supportive and inclusive community with the role of the House at its very core. Teachers and tutors work closely with pupils to provide guidance and support, both academically and personally. The school culture emphasises the importance of curiosity, conscientiousness, compassion and courage - creating an environment where all pupils can thrive.

The next two years are a transformative time for pupils. It is a time when they are challenged to grow academically, personally, and socially, and to prepare themselves for the challenges and opportunities that lie ahead. With the support of their teachers, staff, parents and peers, Fifth Form pupils can look forward to a bright and promising future.





Jack - Upper Fifth

I joined Bede's when I was in Year 6 - at the Prep School. It was Mrs Byrne (Head of Tennis at Bede's) who first introduced me to Bede's. She was coaching me outside of school and told me about the opportunities both in tennis and academically at the school. I visited for a taster day and knew it was the place for me.

I am a Day pupil in Deis House. Deis provides a friendly environment of like minded people who support each other. When I first joined the Senior School, I missed the welcome event so I was worried that I didn't even know how to get to my house! But I asked around and soon settled in. Everyone at Bede's is welcoming and understanding.

Alongside the core subjects, I am currently studying GCSE PE, Business Studies, Spanish and Tennis Academy where I have an additional training session. Tennis is my main passion. The volume of tennis that I get to play within the curriculum, alongside a rigorous academic programme, is fantastic. Academically, I enjoy Maths and Business the most and wish to continue these subjects into A Level. All of my teachers and coaches are genuinely interested in supporting pupils to achieve their goals. This is helped by the small class sizes, which provides plenty of 1-1 focus on individual progress.

I am incredibly proud of my own progress so far in my time at Bede's. One of my greatest achievements has been our tennis team qualifying for the National Championships. We had such fun getting to that stage, and the competition itself was a brilliant opportunity. The teams we have here at Bede's have bonded so well and we always encourage each other to achieve our very best. In general, Bede's has helped me build my confidence and come out of my shell which has enabled me to strive even further in tennis.

I am currently injured and have not been able to compete or train as I usually would. However, I have found different things to do in the huge variety of options within the co-curricular programme at Bede's. I have been focusing on swimming, athletics and more academic activities to make the most of my time and come back to tennis stronger than ever. Whether you want to try something new or invest more time in an existing passion, there really is an activity for everyone.

I am hoping to achieve my goals at GCSE and A Level and go on to study at an American University, where I can combine academic studies with tennis. There is a careers department at Bede's who can help you with the process of applying to a university abroad. Beyond that, I would love to one day become a professional tennis player! But as long as I'm playing tennis, I'm sure I will be happy. I will keep training hard and see where it takes me.

Efe - Lower Fifth

I started Bede's in Year 7, at the Prep School. Being at the Prep School made the transition to the Senior School in Year 9 even easier as I already knew people attending the Senior School and the different campus felt familiar as I had visited the Senior School many times. I am a Day pupil in Charleston House. The house has a great atmosphere - everyone is friendly and supportive. I particularly love the common room as it provides a social space for you to meet people who are not in your lessons.

Alongside the core subjects, I am currently studying Economics, Spanish, French and Geography. My favourite subjects are Spanish and Maths. In Year 9, the curriculum is broad as the teachers get to know your abilities, and you learn which subjects you would like to take on further into GCSE. I have found that in Year 10, you get to know your specific subject teachers thoroughly and the teaching is more in-depth and tailored to your ability. All of my classmates are at a similar level to me, and therefore the pace of teaching suits us best.

At times, I find Science tricky. My teachers are always happy to meet me after class to go through what I am finding difficult. I feel confident asking for help and knowing that sometimes, just some extra tuition from my teachers is all it takes to master the topic.

When it comes to the co-curricular programme, I thoroughly enjoy getting involved in sporting activities such as cricket, hockey and netball. Not only have I learned plenty of new skills, but I have had the opportunity to make friends with people who are in different year groups and who study different subjects.

One of my proudest achievements so far at Bede's has to be winning a First Year Academic Prize at the end of last year. It felt rewarding that my hard work throughout the year was recognised by my Head of Year.

I am still deciding exactly what I would like to study at A Level, but ultimately I would like a career in Maths - and I would definitely like to move abroad. My language studies at Bede's will definitely help me to achieve this!





Max - Upper Fifth

I started Bede's in Year 9 and have been here for three years. I was living in Austria but due to the Covid pandemic, my family moved back to England to be closer to loved ones. When looking for potential schools, it was important to me to find a school which had a good reputation for teaching pupils with dyslexia. Bede's Learning Enhancement department has provided me with support from the moment I started in Year 9. As I had been living in Austria for many years, I had to re-learn English and I did not want my dyslexia to hold me back. Although it has been challenging at times, the learning enhancement classes have given me 1-1 support to fully grasp my studies.

I started Bede's as a day pupil but this year, due to my parents moving further afield, I became a weekly boarder in Camberlot House. Initially, when my parents first suggested boarding, the thought worried me. But once I received my place in Camberlot and I spent my first day in the House, I could not have been more pleased. It was a hundred times better than I could ever have imagined! Friendships are made with everyone, no matter their year group. We are like a huge family and have lots of fun.

I am currently studying Drama, PE, Media and DT. My passions are both drama and sport, and I am so pleased that I get to do both within my studies at Bede's. The co-curricular opportunities are incredible here - there is so much choice. In my time I have participated in sailing, cricket, football and I am currently part of the playwriting activity.

I am lucky to be involved in many different communities at Bede's and each one is welcoming, friendly and collaborative. Within Drama, there have been many unique opportunities that I have been able to take advantage of, such as learning from the expert in-house team at a professional theatre when we put on the school musical, 'The Addams Family'.

Out of all of my achievements so far, I am most proud of designing the lighting for the school play, 'Coriolanus' earlier this year. I was trusted by my teachers and given the reins completely. After many hours studying different lighting techniques, the performances were a success! Thus far, I have solely worked behind the scenes but recently, I have found myself wanting to develop my performance skills. Performing is something that I have always wanted to do but lacked the confidence. Thanks to my teachers' encouragement, I recently performed at the pupil rock gig! It was brilliant and I loved every minute. I hope to now look to my teachers to help me to balance pursuing both my passions - working behind the scenes and performing on stage.

Considering our desire to go into theatre production as a career, myself and some of my peers put forward the idea of a BTEC Production Arts Sixth Form course to the Performing Arts teachers. The teachers actioned this immediately and the course is starting in September! I find that at Bede's, teachers listen and are just as enthusiastic about your goals as you are. I am incredibly excited to start this course alongside A Level German and Level 2 PE when I reach Sixth Form.

Maya - Upper Fifth

I started Bede's in Year 9 and I have been here for three years. I knew that Bede's had a reputation for their outstanding Performing Arts faculty, so I decided to come and watch a Cabaret performance for myself - I was blown away! It was like nothing I had seen before and as an aspiring dancer, singer and actor, I was inspired by the pupils' talent. I found myself thinking "I have to be a part of this!" I went on to tour the fantastic facilities here at Bede's and I met the Performing Arts teachers, and couldn't believe the breadth of the offer available within the department. I loved that you can mix and match your subjects to create a curriculum that suits your interests perfectly.

Alongside the core subjects, I am studying History, Music, Drama and Dance. I love that there are no restrictions on which subjects you can study - so I am able to dedicate time to all of my passions. I find History fascinating, my BTEC in Dance is a lot of fun and Drama provides many opportunities to go on trips and see shows.

I am a day boarder and prefect in Dorter House, so I stay at school during the evenings for prep and dinner, and take the late bus service home. This means that I can stay on to participate in extra classes or rehearsals when required. Dorter provides a family environment - we all celebrate each other's achievements. For example, when I performed as a lead role in the school musical 'The Addams Family' last year, the whole house came to cheer me on. Being a Dorter prefect, one of my favourite tasks is helping the new day boarders find their place. We are still hopeful that one day we will win house competitions!

The Addams Family was one of many co-curricular activities that I have participated in during my three years at Bede's. There are many plays, musicals and music gigs that are open to pupils throughout the year - there is always something to get involved with! When covid hit in 2020, I expected the performance opportunities to come to a halt. However, the Performing Arts department adapted and we put on an online version of Cabaret and a 'radio play'. Both of these were incredible opportunities that not only taught us performance skills but also showed us to be resilient and get creative during tough times.

The teachers at Bede's always believe in your ambitions - they provide support to get you to where you want to be. I participate in many activities, and although this comes with fantastic opportunities, juggling my time can be tricky. My teachers help me manage my workload and are very understanding and mindful about my busy schedule. I feel confident asking for help and having honest conversations with my teachers. Managing my time is another life skill that Bede's has taught me that I will use throughout my further education and my career.

I am going onto the Sixth Form at Bede's, where I hope to study BTEC Dance, BTEC Music, Drama and History. From there, I hope to go onto Drama School and one day be in musicals in the West End. Although this career path will be rewarding, I also hope to do some volunteer work overseas.



About Your Tutor

Bede's Fifth Form Tutors are tasked with enabling every individual to succeed.

Across the two years of the Fifth Form at Bede's, an understandable focus for each tutor is to ensure the best possible examination outcomes for each pupil in their care. As such, Tutors coach and mentor pupils throughout the Lower and Upper Fifth, meeting one-to-one with them each week as well as seeing them daily.

Each Fifth Form tutor is responsible for between 6-10 pupils linked to their House and, across the two years, every tutor comes to know their pupils extremely well.

The relationships built up between individuals across this time are invaluable, with the first half of the Autumn Term in the Lower Fifth marking the beginning of this process.

Tutors work with pupils during these first few weeks of the year to ascertain the goals each pupil has for themselves, identifying with them opportunities in the Co-Curricular Programme which will support and enrich their academic studies.

On a day-to-day basis, tutors are the main point of contact for parents and pupils, working to ensure that every girl and boy is making the most of their time at school, reviewing the results of reports after each regular reporting cycle and identifying if pupils are being over or under stretched.

Our School Council and House Prefect systems contain ample opportunities for Fifth Form pupils to step up into mentoring and Prefect roles and to reach beyond baseline expectations for academic success; from volunteering to running events in and outside of Bede's, and pursuing ambitions on the sports field, whatever a pupil's ambitions, our Fifth Form tutors are there to help.

Beyond that, in line with our philosophy of offering only the very highest standard of pastoral care, we also have a wide array of emotional and spiritual support on hand, from the School Chaplaincy to our onsite counsellor and School Nurse.

The key message to remember therefore is that whatever is happening, whether homework has been forgotten and disaster has struck, or whether a pupil is simply wondering if they can give something new a try, your personal tutor is the person you need to speak to.





Academic Choices

All of the courses available in the Lower Fifth at Bede's from September are listed in this booklet. There is a wide variety of courses available which includes GCSE and BTEC courses.

Most pupils will study between eight to ten GCSE or BTEC courses in the Lower Fifth (or a combination of both) and continue with all of these courses into the Upper Fifth. All pupils will sit formal internal assessments at the end of the Summer Term in the Lower Fifth.

GCSE

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

Each GCSE has around five lessons over a fortnight and we would expect pupils to be undertaking about 60-90 minutes of homework per week in each subject.

BTEC

For many pupils BTECs offer an excellent academic experience and can deliver exceptional results. BTEC courses are the equivalent of GCSEs and are recognised by almost all of the leading universities.

BTEC courses are attractive to Fifth Form pupils who are better placed to show their abilities through coursework assignments than in the traditional exams. Pupils are continually assessed as they progress through the assignment and each assignment counts towards their overall grade. Some BTEC courses will also contain external examinations.

BTEC v. GCSE

Our two year Fifth Form programmes combine core GCSE subjects with optional GCSEs, as well as the choice of several innovative BTEC awards.

Studies for GCSE examinations usually take place over a period of two academic years starting in the Lower Fifth for most pupils, with exams being sat at the end of the Upper Fifth.

BTECs, on the other hand, are more practical courses that tend to revolve around coursework and are assessed via a mix of project-based assessments, as well as written tests, online assessments and exams.

Both GCSEs and BTECs have equivalent academic value and are widely recognised by employers, colleges and universities, so they can help pupils to progress onto several different A Level, BTEC or other pathways at 16.

BTECs are offered in Sports Science, Science, French, Business, Performing Arts and ICT and are recommended for pupils who would benefit from a coursework based approach rather than terminal exams. They are popular options at Bede's as they allow pupils to excel in their chosen subjects.

Old Grade	New Grade	BTEC Grade
A*	9	Level 2 D*
	8	
A	7	Level 2 D
B	6	Level 2 M
C	5	Level 2 P
	4	
D	3	Level 1 D
	2	Level 1 M
E	1	Level 1 P
U	U	

FIFTH FORM OPTIONS

(Most pupils study 8-10 subjects)

CORE SUBJECTS

(All pupils study Maths, English and Science)

MATHS	ENGLISH	SCIENCE
Foundation/Higher Teachers will advise on the appropriate level	Language and Literature All pupils study English Language. Teachers will advise on English Literature.	Applied/Combined/Triple Teachers will advise on the appropriate level

OPTION SUBJECTS

(Pupils can choose four options)

GCSE				BTEC	OTHERS
ART & DESIGN	DRAMA	GEOGRAPHY	MUSIC	BUSINESS	LEARNING ENHANCEMENT
BUSINESS STUDIES	ENGLISH AS AN ADDITIONAL LANGUAGE	HISTORY	PHOTOGRAPHY	DANCE	
CLASSICS	ECONOMICS	LATIN	PHYSICAL EDUCATION	ICT	
COMPUTER SCIENCE	FRENCH	MEDIA STUDIES	RELIGION & PHILOSOPHY	SPORTS SCIENCE (Cambridge National)	
DESIGN & TECHNOLOGY	GERMAN		SPANISH		

Fifth Form Curriculum

The majority of pupils will sit between 8-10 GCSE or equivalent subjects at Bede's School. Flexibility is our priority and we make every effort to accommodate all options required. Sometimes, not all combinations of subjects are possible, and equally sometimes, they are not desirable.

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

Choices will be requested at the start of the Spring Term to allow planning to be considered. Changes to these choices are possible depending on availability and the agreement of the Director of Studies (GCSE).

Core and Option Subjects

All pupils study the following core subjects:

GCSE Mathematics, GCSE English Language and GCSE or BTEC Science.

The majority of pupils will also study GCSE English Literature.

In Science, the following pathways are available

Pathway 1: Separate Sciences

This qualification is for pupils who are exceptional at Science and will lead to three separate GCSEs in Biology, Physics and Chemistry. All pupils start the Double Science course and the decision between Double and Triple Science is made at the end of the Lower Fifth.

Pathway 2: Combined Science

This qualification is studied by the majority of pupils at Bede's (and around the country) and leads to two GCSEs in Science. Studying Double Science will allow pupils to study A Level in any Science (if they meet the required grades). All three science subjects are studied for this qualification. All pupils start the Double Science course and the decision between Double and Triple Science is made at the end of the Lower Fifth.

Option 3: BTEC Applied Science

This qualification is designed for pupils who would benefit from an engaging Science course but may struggle with terminal exams. This

leads to one GCSE equivalent in Science. All three science subjects are studied for this qualification. Pupils choosing BTEC Applied Science can also opt for either BTEC Business or additional Learning Enhancement lessons.

Option Subjects

The majority of pupils will study four option subjects. Pupils may opt for sports academy commitments or Learning Enhancement lessons as one of these options.

Native speakers in Japanese, Mandarin, Cantonese, Russian or Italian may study an additional GCSE in these subjects as an out-of-timetable subject. This is subject to availability.

The option subjects are displayed on the page opposite.

Options Subjects

COURSE	BTEC/GCSE	NOTES
Art and Design	GCSE	Pupils should already have experience of studying Art and Design
Business	BTEC	Pupils can choose one of GCSE Business Studies, GCSE Economics or BTEC Business Studies
Business Studies	GCSE	Pupils can choose one of GCSE Business Studies, GCSE Economics or BTEC Business Studies
Ceramics	GCSE	Pupils should already have experience of studying Ceramics
Classics	GCSE	No Latin/Greek experience is required for this course
Computer Science	GCSE	Pupils can choose one of GCSE Computer Science or BTEC ICT
Dance	BTEC	Pupils should already have experience of studying Dance
Design & Technology	GCSE	Pupils should already have experience of studying Design & Technology
Drama	GCSE	Pupils should have a keen interest in learning to create, develop and understand Theatre
Economics	GCSE	A proficiency in Mathematics is needed for this course
English as an Additional Language	GCSE	This course is for Bedians who do not natively speak English and is required for many pupils
French	GCSE	Pupils should already have experience of studying French
Geography	GCSE	Pupils should already have experience of studying Geography
German	GCSE	Pupils should already have experience of studying German
History	GCSE	A proficiency in English Language is needed for this course
ICT	BTEC	Pupils can choose one of GCSE Computer Science or BTEC ICT
Latin	GCSE	Pupils should already have experience of studying Latin
Learning Enhancement	N/A	Additional charges apply for Learning Enhancement Lessons
Media Studies	GCSE	Pupils should already have experience of studying Media Studies
Music	GCSE	Pupils should already have experience of studying Music
Photography	GCSE	Pupils should already have experience of studying Photography
Physical Education	GCSE	Pupils can choose one of GCSE Physical Education or BTEC Sports Science
Religion & Philosophy	GCSE	A proficiency in English Language is needed for this course
Spanish	GCSE	Pupils should already have experience of studying Spanish
Sports Academy	N/A	Pupils will be invited to join the Sports Academy
Sports Science	Cambridge National	Pupils can choose one of GCSE Physical Education or BTEC Sports Science

Languages

English Language

English Literature

Modern Foreign Languages

Latin

Classics

English as an Additional Language

Head of Faculty

Matthew Oliver

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English Language



OVERVIEW

Proficiency in English Language is a must for all pupils, regardless of the educational route they wish to take. Language underpins all we do in any academic discipline, and developing the ability to express oneself with confidence, fluency and flair is the main focus of this course.

With the AQA English Language course, pupils work towards a qualification which truly develops their competence as writers and as thoughtful, perceptive readers. As well as the traditional elements, such as comprehension, there is also comparative study, the chance to write creatively and to form arguments for effect.

With our department made up of former examiners, writers, poets, journalists and a practising artist, pupils can expect a challenging, creative and inspiring experience at GCSE, and to emerge from the two-year programme having found, in every sense of the word, their own unique voice.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level English Literature
Required GCSE Grade: 6

A Level Religion & Philosophy
Required GCSE Grade: 6

A Level Politics
Required GCSE Grade: 6

A Level Economics
Required GCSE Grade: 6

A Level History
Required GCSE Grade: 6

A Level Psychology
Required GCSE Grade: 6

A Level Geography
Required GCSE Grade: 6

A Level Media
Required GCSE Grade: 6

A Level Business
Required GCSE Grade: 6

CONTACT

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

ASSESSMENT

The qualification is assessed through two written papers at the end of the course. No texts are required for these exams, as pupils are presented in each with previously unseen extracts from non-fiction and fiction texts.

EXAM BOARD AND SPECIFICATION

AQA English Language, 8700 syllabus.

English Literature



OVERVIEW

The study of literature is of enormous benefit for anyone wanting to understand the power and potential of words – the way in which they shape our views, the way in which we understand others and our own place in the world. Readers of literature become experts in decoding meanings, including those important nuances and implications which lie below the surface. Readers of literature also go on to be superb critical thinkers, able to weigh up different perspectives and ideas, and they become well-informed independent thinkers, able to draw upon contextual information and language so that they may judge with confidence what is and is not being said.

For GCSE Literature, pupils study four set texts from a set list: a poetry anthology, a set novel, and two dramatic texts.

Texts are not prescribed by the department for individual teaching classes, as all learners and classes are distinct. We allow our teachers to select texts in dialogue with their classes so that we provide the most enriching and worthwhile experience we possibly can.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level English Literature
Required GCSE Grade: 6

CONTACT

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

ASSESSMENT

This qualification is assessed by two written papers

Poetry and Prose – 50% of the course grade

Drama texts – 50% of the course grade

EXAM BOARD AND SPECIFICATION

CAIE (Cambridge) IGCSE Literature
0992 syllabus



HUNDRED
HOURS OF
STUDY



Modern Foreign Languages



OVERVIEW

In the Fifth Forms pupils will typically continue studying the languages they took in the First Year.

The GCSE courses in French, Spanish and German provide a great emphasis on the spontaneous use of the language when writing and speaking, and offer excellent preparation for A Level study. They also allow pupils to learn about the cultures associated with the language and to gain a better understanding of our world's diversity. The faculty's teaching is enhanced by an array of activities during the year and trips in the UK and abroad to enable pupils to improve their language skills, including trips to Nice, Lille, Berlin, Madrid or Beijing.

Outside of the timetable, native speakers of a foreign language will be invited to take a GCSE in their own language in due course.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A- Level French
Required GCSE Grade: 7

A- Level German
Required GCSE Grade: 7

A- Level Spanish
Required GCSE Grade: 7

CONTACT

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ASSESSMENT

All MFL GCSEs are assessed externally at the end of the course, with each skill (listening, speaking, reading and writing) worth 25% of the total grade.

EXAM BOARD AND SPECIFICATION

French Edexcel GCSE - 1FR1
German Edexcel GCSE - 1GN1
Spanish Edexcel GCSE - 1SP1
Italian AQA GCSE 8633
Cantonese Pearson Edexcel iGCSE 4CN1
Japanese Pearson Edexcel GCSE 1JA0
Russian Pearson Edexcel GCSE 1RU0



OVERVIEW

A Latin Language GCSE qualification is available for pupils with some previous knowledge of the subject.

The two-year course develops skills of logical reasoning, critical thinking, research and creativity, while it also equips learners with the ability to construct strong arguments and communicate ideas effectively both orally and in writing.

The course involves learning Latin grammar and syntax in order to understand adapted texts, and translate and evaluate Latin literature. Pupils will choose from a variety of texts and attend five timetabled lessons per fortnight in small groups, which allows for tailor-made assistance according to their individual needs and learning styles.

A Greek GCSE is also available for the right candidates.

This course has an excellent pass record and the pupils who opt for it usually achieve high grades.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Latin
Required GCSE Grade: 7

CONTACT

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

ASSESSMENT

The Latin GCSE is awarded through three externally assessed examinations: A language paper worth 50% of the overall grade, a literature paper and a Roman civilisation paper that contributes 30% and 20% towards the overall grade respectively.

EXAM BOARD AND SPECIFICATION

Eduqas Latin (9-1) GCSE C990PB



OVERVIEW

A GCSE qualification in Classical Civilisation is available for Bede's pupils and while previous knowledge is desirable, it is not mandatory. Latin or Greek is also not required but rather pupils should just have an interest in the Ancient World and its cultures.

The course examines and compares the two major civilisations of the Classical world, namely the Greeks and the Romans, via art, archaeological sites, literature in translation, the ancient historical context, and various other visual or literary primary sources. Over the two-year course, topics studied include ancient temples and architecture, religious festivals, Greek and Roman heroes, gods and goddesses, narrative techniques, foundation stories, the Odyssey, and the Mycenaean civilisation.

This course develops analytical and research skills, but also manifests the pupils' ability to think independently and draw conclusions. There is also plenty of space for exploring topics relevant today such as war, inclusion, propaganda, identity, bereavement, family and an array of others.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Classics
Required GCSE Grade: 7

CONTACT

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

ASSESSMENT

The Classical Civilisation GCSE is awarded through two externally assessed papers on the selected topics each contributing by 50% towards the overall grade.

EXAM BOARD AND SPECIFICATION

OCR Classical Civilisation (9-1) GCSE J199

English as an Additional Language



OVERVIEW

This course is for Bedians who do not natively speak English and is mandatory for many pupils.

At the end of the Lower Fifth pupils have the option of taking one of the Cambridge ESOL exams. These exams test each area of the pupil's language learning and are recognised worldwide as a reliable indicator of English levels as well as inform us as to which level of IGCSE Language each pupil should follow in Upper Fifth.

Cambridge IGCSE English as a Second Language is designed for learners who already have a working knowledge of the language and who want to progress in their academic career. The qualification reflects the widespread use of English in education, and its aim is to achieve A Level of practical communication ideal for everyday use while forming the basis for further, more in-depth language study. Cambridge IGCSE (9–1) First Language English is designed for learners whose first language is English or is of a very high level of fluency. The course enables learners to:

- Develop the ability to communicate clearly, accurately and effectively when speaking and writing
- Use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- Develop a personal style and an awareness of the audience being addressed.

CONTACT

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

ASSESSMENT

Cambridge ESOL exams are assessed through reading, writing, listening and speaking components.

IGCSE Second Language has three assessments:

Reading and Writing 50%
Listening 25%
Speaking 25%

IGCSE First Language has two assessments:

Coursework 50%
Reading Paper 50%

EXAM BOARD AND SPECIFICATION

Cambridge ESOL, PET, FCE.

CIE IGCSE English as a Second Language 0991

CIE IGCSE First Language English 0990

STEM

Mathematics / Further Mathematics

Science

Computer Science

Head of Faculty

Julia French

julia.french@bedes.org

Mathematics / Further Mathematics

OVERVIEW

The Mathematics Department is situated beyond the lake in its own teaching centre.

Mathematics at GCSE is essential for nearly all university courses and future employment. Our aim in the Maths department is to empower pupils to delve into the world of Mathematics with confidence and belief.

We strive to ignite independent learning and to rise to the challenges of trigonometry, solving quadratic equations or proving a hypothesis by interrogating statistical evidence. The course ranges from lectures and field trips to training for the British Mathematical Olympiad and other United Kingdom Maths Trust competitions.

Our teaching staff are here to ensure that with support, guidance, motivation and our wealth of experience, pupils feel completely prepared to achieve their absolute best when sitting their exams in the June of their Upper Fifth year.

Yet for many, this will only be the beginning of their Maths journey.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Mathematics
Required GCSE Grade: 7

A Level Physics
Required GCSE Grade: 7

A Level Further Mathematics
Required GCSE Grade: 8

A Level Computer Science
Required GCSE Grade: 7

A Level Biology
Required GCSE Grade: 6

A Level Psychology
Required GCSE Grade: 6

A Level Chemistry
Required GCSE Grade: 7

BTEC Psychology
Required GCSE Grade: 5

CONTACT

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

ASSESSMENT

The qualification is assessed through two written papers at the end of the course; a calculator is permitted for both papers.

EXAM BOARD AND SPECIFICATION

Mathematics - 4MA1
Further Mathematics - 8365 AQA Level 2

FURTHER INFORMATION

Our accelerated sets also work towards a free standing qualification in Further Mathematics GCSE. Pupils opting to take Further Maths will take exams for GCSE Mathematics at the end of the Lower Fifth and exams for Further Mathematics at the end of the Upper Fifth.



COURAGEOUS







OVERVIEW

GCSE Combined Science is a balanced qualification which results in an Award of two GCSEs. It is taught in subject disciplines by separate Biology, Chemistry and Physics teachers. It focusses on both knowledge acquisition and data analysis skills and is a wonderful foundation for a huge range of STEM futures. We are lucky with our Laboratory and Zoo facilities which enable plenty of practical work and our thriving extra curricular sessions range from astronomy evenings, through rat dissections to green chemistry lectures.

For those pupils who are consistently hitting the highest grades in all three disciplines at the end of the Lower Fifth, there is the opportunity to study for an extra GCSE by following the Separate Science Pathway which results in the Award of three GCSEs. You will be advised if your child is suitable for this just before school returns for the Upper Fifth.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Biology

Required GCSE Grade: 7-7 in Combined Science or 7 in Biology

A Level Chemistry

Required GCSE Grade: 7-7 in Combined Science or 7 in Chemistry

A Level Physics

Required GCSE Grade: 7-7 in Combined Science or 7 in Physics

BTEC Animal Management

A minimum of five 9-4 grades at GCSE or BTEC equivalent

CONTACT

Julia French

Head of STEM Faculty

julia.french@bedes.org

ASSESSMENT

The qualification is assessed through six papers comprised of two papers per subject discipline. A calculator is permitted for all papers.

EXAM BOARD AND SPECIFICATION

AQA

8461 Biology GCSE

8462 Chemistry GCSE

8463 Physics GCSE

8464 Combined Science

FURTHER INFORMATION

Six externally assessed written papers at the end of the course.

Computer Science



OVERVIEW

Pupils who study Computing learn how to design and code computer programs. Using Python, the pupils work through the concepts of programming and syntax and build up to the stage where they understand an application such as a simulation or a game. Pupils will also look at other languages such as Javascript and HTML. The course covers computer hardware, such as how CPUs and computer components work, networking, security and databases.

The fundamental aim of the course is to enable pupils to think logically and solve problems with a computational basis. These skills are transferable and the GCSE is an excellent complement for anyone wishing to go on to study Computer Science and IT in higher education, but is also well suited to pupils who intend to study science, engineering, design, or even finance and business.

CONTACT

Chris Betts
Head of Computer Science
chris.betts@bedes.org

ASSESSMENT

Pupils will sit two exam papers, both worth 50% of the overall grade, both 1 hour 45 minutes. The first paper is theory based, the second is very practical and tests the pupils' programming skills. Paper 2 includes questions requiring the pupil to write programming statements and identify problems in given code.

EXAM BOARD AND SPECIFICATION

CAIE (Cambridge)
0984 IGCSE Computer Science

Creative Arts

Art & Design

Ceramics

Design & Technology

Media Studies

Photography

Head of Faculty

Jonathan Turner

jonathan.turner@bedes.org



OVERVIEW

Do you want a job in the arts, or to become an architect, graphic, web or fashion designer? If so, Art and Design GCSE will be a crucial stepping stone. Even if you don't, it's hard to imagine a career where Art GCSE would not be useful!

Over the two year GCSE Art course at Bede's, pupils learn a variety of techniques including drawing, painting, printmaking, and graphic design while also learning from the work of artists.

Pupils explore the formal elements such as line, form and colour and this knowledge is essential when pupils come to create any visual image whether it is drawn, painted, photographed or created digitally.

In addition to these traditional techniques pupils use photography, Photoshop, collage and three dimensional approaches to develop their ideas. We place emphasis on each pupil creating individual work and developing their own creative ideas and our results speak for themselves.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Art

Required GCSE Grade: 6 in one arts based GCSE subject

A Level Photography

Required GCSE Grade: 6 in one arts based GCSE subject

A Level Ceramics

Required GCSE Grade: 6 in one arts based GCSE subject

CONTACT

Jonathan Turner

Head of Creative Arts Faculty

jonathan.turner@bedes.org

ASSESSMENT

Coursework Component 1 - Personal Portfolio - 60%

Component 2 - Externally Set Assignment - 40%

EXAM BOARD AND SPECIFICATION

Pearson Edexcel

1AD0 GCSE Art, Craft and Design

FURTHER INFORMATION

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

For examples of the excellent work produced by Bede's pupils please visit www.bedescreativeartsfaculty.org



Ceramics



OVERVIEW

Ceramics at Bede's is centred on learning about function and Sculpture. Across the two-year course, our pupils study contemporary ceramicists and mankind's rich past of creating with clay.

Pupils learn how to create ideas through building design outcomes out of paper, card, wire and clay to develop preparatory work in their sketchbook. Each pupil who studies Ceramics has the opportunity to explore many techniques for working with clay and be ambitious with their making.

The main aim of their time in the Lower Fifth is to explore and experiment with a wide range of building techniques. This gives pupils the skills and processes to open up their imaginations and desire to succeed, alongside developing their ambition to achieve beyond what they expect.

This grounding enables them to be fully independent with their ceramic-making techniques and take their projects down a pathway of their choice in the Upper Fifth.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Art
Required GCSE Grade: 6 in one arts based GCSE subject

A Level Photography
Required GCSE Grade: 6 in one arts based GCSE subject

A Level Ceramics
Required GCSE Grade: 6 in one arts based GCSE subject

CONTACT

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

ASSESSMENT

Coursework Component 1 - Personal Portfolio - 60%

Component 2 - Externally Set Assignment - 40%

EXAM BOARD AND SPECIFICATION

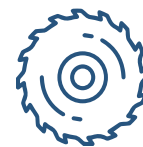
Pearson Edexcel
1TDO GCSE Three Dimensional Design

FURTHER INFORMATION

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

For examples of the excellent work produced by Bede's pupils please visit www.bedescreativeartsfaculty.org

Design & Technology



OVERVIEW

Do you like objects and wonder how they have been made? Do you find yourself touching objects and turning them over? Do you wish you knew how you could make the objects you have seen? Or want to build boats, cars, skyscrapers, animation figures, furniture? If you answered yes to any of the above then you would thoroughly enjoy Design Technology GCSE.

The content is divided into two sections; core content and material categories. The core content provides pupils with a breadth of study and the material categories provides pupils with a depth of study. All pupils must study the core content plus at least one material category

Pupils will undertake a project as part of their non-exam assessment and this project will test skills in investigating, designing, making and evaluating a prototype of a product. Pupils will be required to analyse a given contextual challenge from a range of three and then develop a range of potential ideas, realising one through practical making activities.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Design & Technology
Required GCSE Grade 6

CONTACT

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

ASSESSMENT

Component 1 - Exam at the end of the two year course 1 hour 45 minutes - worth 50%

Coursework Component 2 - Externally set - 50%

EXAM BOARD AND SPECIFICATION

Pearson Edexcel
1DTO GCSE Design and Technology

FURTHER INFORMATION

Many of the pupils who enjoyed studying GCSE have gone on to study A Level Design & Technology. You can also study any Design and Technology related course post-16.

A Level Design & Technology can be taken with any combination of subjects in the Sixth Form. If post-16 is not for you, employers will value the GCSE Design and Technology qualification as it develops creative, technical and transferable skills.

Media Studies



OVERVIEW

At GCSE level, Media Studies is about discovery, exploration and experimentation.

Over the two year course we range across a variety of platforms and genres touching on television, advertising, cinema and the internet. In addition to the theory side of the course there are plenty of opportunities to make our own products as it is only really possible to understand the complexity and artistic value of a short film or TV ad if one has actually constructed one.

Pupils will have the chance to design and build an array of media products, from magazine front covers to film posters, film trailers and television advertisements, analysing their own work and that of others to explain their artistic and commercial choices. It is not essential that pupils are already familiar with cameras or Apple computers, but what is essential is a curiosity about how the media industries work 'behind the scenes' and a willingness to embrace new challenges.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Media Studies
Required GCSE Grade: 6

BTEC Media Studies
A minimum of five 9-4 grades at GCSE or BTEC equivalent

CONTACT

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

ASSESSMENT

30% coursework
70% examination - two separate exam papers.

EXAM BOARD AND SPECIFICATION

AQA
8572 GCSE Media Studies

FURTHER INFORMATION

For examples of the excellent work produced by Bede's pupils please visit www.bedescreativeartsfaculty.org





OVERVIEW

Photographers produce and preserve images that paint a picture, tell a story, or record an event. At Bede's we want pupils to be able to explore, understand and appreciate photography from its origins through to post-processing using tools such as Lightroom and Photoshop. Over the two-year course at Bede's, pupils will learn the significance and uses of shutter speed, aperture and ISO, how to develop black and white film, and explore how to fuse their knowledge to create and develop new ideas and concepts. At the end of the two years, the course is followed by an exhibition to showcase the pupils' work to examiners, the school and parents.

COURSE EQUIPMENT

- DSLR Camera
- Laptop (Not a ChromeBook, this is not compatible with Photoshop) Mac Laptop or modern Windows Laptop.
- Pupils gain access to Adobe Creative Suite, including Photoshop at the start of the course.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Art

Required GCSE Grade: 6 in one arts based GCSE subject

A Level Photography

Required GCSE Grade: 6 in one arts based GCSE subject

A Level Ceramics

Required GCSE Grade: 6 in one arts based GCSE subject

CONTACT

Ema Excell
Head of Photography
ema.excell@bedes.org

ASSESSMENT

Coursework Component 1 - Personal Portfolio - 60%

Component 2 - Externally Set Assignment - 40%

EXAM BOARD AND SPECIFICATION

Pearson Edexcel
1PY0 GCSE Photography

FURTHER INFORMATION

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

For examples of the excellent work produced by Bede's pupils please visit www.bedescreativeartsfaculty.org

Performing Arts

Dance

Drama

Music

Head of Faculty

Karen Lewis

karen.lewis@bedes.org



OVERVIEW

This practical course has been designed to develop pupils' dance skills in a variety of genres and provide them with experiences of real dance performance scenarios.

The course comprises three units across the two year programme. These units enable pupils to train, perform and create, consider costume, projection and a variety of different stimuli.

Assessment comprises dance class assessments, video and written journals, live performances in both solo and group contexts and project work.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

BTEC Performing Arts

A minimum of five 9-4 grades at GCSE or BTEC equivalent

CONTACT

Sherrie Pennington

Head of Dance

sherrie.pennington@bedes.org

ASSESSMENT

Year 1 is split into 2 units which are internally assessed - 75% practical and 25% coursework.

Year 2 is another 2 units - the first unit is 50% practical and a 2 hour written exam which is externally assessed. The second unit is 50% practical and 50% coursework which is internally assessed.

EXAM BOARD AND SPECIFICATION

Pearson BTEC

BTEC NQF Level 2 Award in Performing Arts

Drama



OVERVIEW

GCSE Drama enables pupils to learn a range of theatre skills preparing them as performers, designers, directors and critical audience members. The course offers an opportunity to experiment with different theatrical styles, and to become familiar with the work of significant drama practitioners.

Pupils will study at least four play texts over the two years. Whatever the future holds, pupils of GCSE Drama emerge with a toolkit of transferable skills. The project based structure of the course enables pupils to develop as collaborators, as leaders and as independent creators. Pupils gain the confidence to pursue their own ideas, to reflect and to refine their efforts within a highly supportive environment, guided by our experienced staff.

Visits to the professional theatre form a central role in the delivery of our course with recent visits including trips to the National Theatre, London; the Chichester Festival Theatre and Theatre Royal, Brighton.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Drama and Theatre Studies
Required GCSE Grade: 6 in Drama and/or English

BTEC Performing Arts
A minimum of five 9-4 grades at GCSE or BTEC equivalent

CONTACT

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

ASSESSMENT

40% Examination
60% Coursework

EXAM BOARD AND SPECIFICATION

Eduqas C690QS





OVERVIEW

GCSE Music is a fun, engaging and highly stimulating subject that will stretch and enrich your studies, no matter what your chosen career path.

GCSE Music comprises three essential elements: composing, performing and listening. We study a broad range of styles from Film Music, World Music, to Popular Music from the 1960s to the present day. There is also a focus on The Concerto Through Time, which encompasses Baroque through to Twentieth Century styles.

Lessons are divided up for each main discipline: listening lessons focus on the essential skills to ensure success in the listening exam, and other lessons scaffold towards composing and performing in the learner's chosen style. For performing, we ask that pupils should be working on repertoire commensurate to grade 3-4 standard at the beginning of the course. It is advisable, but not essential, that pupils take vocal and instrumental lessons with a specialist teacher to ensure maximum success on the GCSE course.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Music
Required GCSE Grade: 7

BTEC Music Performance
A minimum of five 9-4 grades at GCSE or BTEC equivalent

CONTACT

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

ASSESSMENT

60% coursework
40% listening exam

EXAM BOARD AND SPECIFICATION

OCR J536 GCSE Music

FURTHER INFORMATION

Curriculum trips and events are held throughout the academic year; all pupils are highly encouraged to attend these, as they inform further appreciation of music at all levels.

SHAPE

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

Business

Economics

Geography

History

Religion & Philosophy

Head of Faculty

James Whitaker

james.whitaker@bedes.org



OVERVIEW

Regardless of your chosen career path, it is my belief that having an understanding of Business Studies will be of great value to you.

This exciting and innovative course helps pupils to make sound financial decisions as well as gain a working knowledge of the increasingly fast changing world in which we live. It's relevant, rooted in reality, and compelling.

The course starts with a focus on entrepreneurial behaviour and start ups, before providing an insight into key business functions (Marketing, Human Resources, Finance and Operations). Finally, the course will look into multinational businesses, learning how the external environment influences their decision making and plays a key role in their success.

Whether you see yourself as the CEO of a tech giant, a more effective employee or just a more informed consumer, this course could be the right starting place for you.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Economics
Required GCSE Grade 7

A Level Business
Required GCSE Grade: 6

BTEC Business
A minimum of five 9-4 grades at GCSE or BTEC equivalent

CONTACT

Barry Jackson
Head of Business & Economics
barry.jackson@bedes.org

ASSESSMENT

2 x 90 minutes exams (no coursework)

Paper 1- 4 x short case studies and questions

Paper 2- 1 x longer case study and questions

EXAM BOARD AND SPECIFICATION

Cambridge IGCSE Business Studies (0450)

FURTHER INFORMATION

Although not compulsory, the course acts as a great pathway to study A Level Business Studies, A Level Economics or BTEC Business/Marketing.

Pupils can choose Business GCSE or BTEC Business





OVERVIEW

Regardless of your chosen career path, having an understanding of Economics will be of great value to you.

This exciting course helps pupils to grow their critical thinking and problem solving skills to develop more informed opinions on the world. The course challenges pupils to analyse and evaluate how resources are allocated and investigate the key decisions that households, businesses and governments make.

The course starts with a focus on microeconomics, where pupils will learn about the market mechanism, study elasticity and money theory amongst other topics. Pupils will then move onto the macroeconomic theory including international trade and development, unemployment and inflation along with other subject areas.

Whether you see yourself as the next Prime Minister, the CEO of a multinational or just able to make more informed financial decisions, this course could be the right starting place for you.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Economics
Required GCSE Grade: 7

CONTACT

Barry Jackson
Head of Business & Economics
barry.jackson@bedes.org

ASSESSMENT

2 x exam papers (no coursework)

Paper 1- 45 minutes (multiple choice)

Paper 2- 2 hours 15 minutes (data response)

EXAM BOARD AND SPECIFICATION

Cambridge IGCSE Economics (0455)

FURTHER INFORMATION

Although not compulsory, the course acts as a great pathway to study A Level Business Studies, A Level Economics or BTEC Business/Marketing



OVERVIEW

Geography is the must-have subject for pupils who want to understand our present and solve problems of our future.

In this course you will consider the implications of a rapidly growing population, our demands for energy and dwindling resources, and the problems and solutions of an urbanising world. You will also investigate the issues of globalisation and world development, discussing how the developed world can benefit less developed nations. On the physical side, you will look at the causes and consequences of nature's most destructive natural hazards, and you will explore the impacts of climate change and global warming, whilst also considering how these and other changes are impacting on some of our physical landscapes, such as coastlines and river basins.

Through Geography, pupils are encouraged to collaborate, think independently, analytically, solve problems and develop research skills. These attributes are developed throughout the course and furthered through fieldwork.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Geography
Required GCSE Grade: 6

CONTACT

Robin Martin-Jenkins
Head of Geography
robin.martin-jenkins@bedes.org

ASSESSMENT

3 x exam papers

Paper 1 - Physical Geography (1 hour 30 mins)

Paper 2 - Human Geography (1 hour 30 mins)

Paper 3 - Skills Paper (1 hour 15 mins)

EXAM BOARD AND SPECIFICATION

AQA GCSE Geography (8035)

FURTHER INFORMATION

All GCSE Geography pupils have the chance to conduct fieldwork on a day trip to two different sites in the local area. An optional international trip is offered each summer: this year to Iceland and next year to Costa Rica.



OVERVIEW

GCSE History is a fascinating, colourful study of the key events of the 20th century and the forces that have shaped the world we live in today. The course covers a range of key concepts including democracy, dictatorship, conflict and societal change, with a focus on the impact of major world events on ordinary people's lives.

The course helps develop a range of high-level critical thinking skills essential for the step up to A Level, university and beyond.

Pupils will study Germany, US Civil Rights, the Vietnam Conflict and China - a diverse yet relevant range of topics.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level History
Required GCSE Grade: 6

CONTACT

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

ASSESSMENT

Two exam papers, worth 100% of the overall grade:

Paper 1: Germany & US civil rights (1 hour 30)

Paper 2: Vietnam & China (1 hour 30)

EXAM BOARD AND SPECIFICATION

Edexcel IGCSE History (4HI1)

FURTHER INFORMATION

Pupils will have the opportunity to participate in a residential visit to Berlin during the two years of the course.



CONSCIENTIOUS

Philosophy and Religion



OVERVIEW

GCSE Philosophy and Religion gives pupils the opportunity to engage with both important forces in world religion as well as with fascinating and perennial philosophical problems.

Half of the course is spent in a detailed study of the two largest religions in the world: Christianity and Islam. Our focus is not simply on learning information about these religions but about learning why beliefs and practices are what they are, as a way of interrogating deep questions about the universe and the good life.

In the other half of the course, we tackle a range of questions from philosophy, including the ethics of armed conflict, the provability of God's existence, the relationship between science and religion and our ethical obligations towards non-human animals.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

A Level Philosophy requires a grade 6 in GCSE Religious Studies, or a grade 7 in the closest equivalent essay-based subject if Religious Studies was not taken.

Prospective pupils are also required to have achieved a grade 6 in English Literature.

CONTACT

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

ASSESSMENT

Two exams, each lasting 1 hour 45 minutes.

Paper 1 - The Study of Religion (Christianity and Islam)

Paper 2 - Thematic Studies

No coursework.

EXAM BOARD AND SPECIFICATION

AQA Religious Studies A - 8062

FURTHER INFORMATION

Pupils have access to a very well-stocked departmental library including many philosophical classics. They are encouraged to go beyond the curriculum by participating in or even organising the weekly meetings of the school Philosophy Society. Pupils will have the opportunity to participate in a residential visit to Krakow during the two years of the course.

Inquiry Learning

BTEC Business

BTEC Applied Science

BTEC Information & Creative Technology

IGCSE Physical Education

Cambridge National Sports Science

PE Course Comparison

PSHE

Head of Faculty

Georgina Wainwright

georgina.wainwright@bedes.org



OVERVIEW

The BTEC First Award in Business enables pupils to learn how to start and then manage a successful business. This course has been designed to provide an introduction to the world of business where pupils will develop the knowledge to understand the problems that businesses face and the key skills required to overcome them and enjoy long term success.

Over the two years, pupils come to understand how a business manages its finances, how it researches and plans for the future, how it measures success, as well as how businesses brand, promote themselves effectively.

This course is very hands-on and the required evidence for assessment will be generated through a diverse range of project-based activities. These include research assignments, case studies, investigations into real working businesses, role play, group and individual presentations, and the creation of promotional material.

Pupils can choose Business GCSE or BTEC Business

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

BTEC Business Studies

A minimum of five 9-4 grades at GCSE or BTEC equivalent

CONTACT

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

ASSESSMENT

75% Coursework Assignments

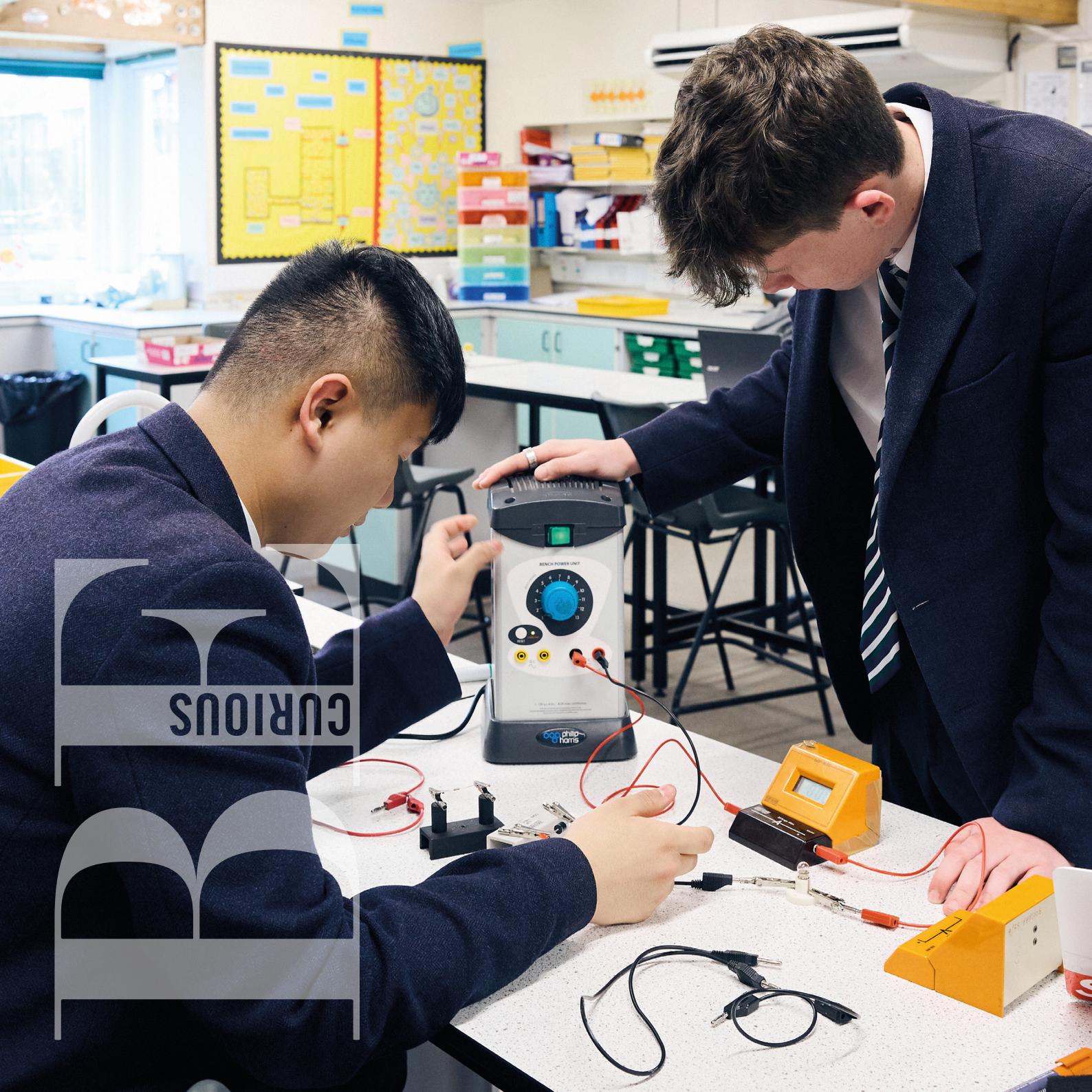
25% External Assessment (exam)

EXAM BOARD AND SPECIFICATION

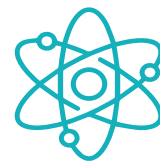
Pearson BTEC First Award NQF Level 2 in Business







CURIOUS



OVERVIEW

Applied Science adopts a different structure from GCSE qualifications, to reflect the unique nature of science learning. The Award delivers the Key Stage 4 Programme of Study for science by covering the key scientific principles vital for both scientists and citizens of the future. It develops and exemplifies these principles in applied and vocational contexts, leading to an understanding of how the principles are applied in practice. As a result, the external assessment is based on key principles of science from the Programme of Study for Science that underpin further learning.

The qualification is appropriate for learners of all abilities who will benefit from a practical and applied approach to learning in a vocational context.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

BTEC Animal Management
A minimum of five 9-4 grades at GCSE or BTEC equivalent

CONTACT

Kathy Clark
BTEC Applied Science Lead
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ASSESSMENT

There are four units, one externally examined (1 hour paper) and three units based around coursework. In total there are 10 assignments spread across the two years as well as the external examination.

Unit 1: External Examination (25%)
Unit 2: Chemistry (25%)
Unit 3: Physics (25%)
Unit 4: Biology (25%)

EXAM BOARD AND SPECIFICATION

Pearson BTEC
BTEC First Principles in Applied Science Level 2

BTEC Information and Creative Technology



OVERVIEW

The course consists of four discrete units and the aim of the course is to teach our pupils the transferable skills and fascinating fundamentals of IT applications and computer systems – however the scope of the course ranges beyond the workings of the PC.

The four units include an exam component “The Online World” which is tested by way of a one hour theory paper during the Upper Fifth year.

During the Lower Fifth the pupils create a website using tools such as HTML and CSS, and Wix, and create an animation using tools such as Adobe Animate or Blender.

Each unit is worth 25% of the overall course. The pupils will develop many transferable skills through the process of using applications such as Photoshop, Animate, MovieMaker, Dreamweaver and many more in order to design, develop and test their digital products.

During the Upper Fifth, the pupils take a one hour theory paper and complete a unit where pupils develop video and sound using tools such as Adobe After Effects, iMovie, Movie Maker and Audacity.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

BTEC ICT

A minimum of five 9–4 grades at GCSE or BTEC equivalent

CONTACT

Chris Betts
Head of Computer Science
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ASSESSMENT

Four units each worth 25% of the overall course, Unit 1 is an exam, the other three are internally assessed course work.:

Unit 1 The Online World,
Unit 3 Websites,
Unit 4 Digital Animation,
Unit 7 Digital Video.

EXAM BOARD AND SPECIFICATION

Pearson BTEC
BTEC Level 2 First Award in Information and Creative Technology

IGCSE Physical Education



OVERVIEW

IGCSE Physical Education is ideal for the highly able performer looking to further their knowledge of sport, physical activity and the human body. Pupils will have a passion for the subject and a keen interest in areas such as training methods, psychology, social, cultural and ethical influences.

IGCSE PE is accepted by universities and employers as proof of knowledge and understanding of PE, the human body and the wider world of sport. The course provides learners with an opportunity to study both the practical and theoretical aspects, alongside supporting cross-curricular links with biology, psychology and physics.

Over the two years, pupils will apply in-depth knowledge and understanding of the 11 chapters, culminating in a 1 hr 45 minute exam, providing 50% of the overall grade. The coursework component (50%) assesses candidates competitive sports performance in four activities.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

BTEC Sports Science

A minimum of five 9-4 grades at GCSE or BTEC equivalent

CONTACT

Ali Rowsell
Head of Academic PE
ali.rowsell@bedes.org

ASSESSMENT

50% External Assessment (1 hour 45 mins exam)

50% Coursework Component (competitive sports performance in four activities)

EXAM BOARD AND SPECIFICATION

Cambridge IGCSE Physical Education (0995)

FURTHER INFORMATION

Although not compulsory, the course acts as a great pathway to study BTEC Sport Diploma and BTEC Sport Certificate.

Cambridge National Sports Science



OVERVIEW

The Cambridge National Certificate (CNAT) in Sport Science offers a GCSE equivalent course and is ideal for the passionate sports enthusiast who is looking to further their knowledge of physical activity, health and fitness.

The course offers learners the opportunity to understand and apply the fundamental principles and concepts of Sports Science, alongside developing practical skills that can be applied to real-life contexts and work situations. Pupils will develop knowledge of how the body responds to exercise, be able to independently carry out fitness testing, as well as designing and implementing fitness training programmes.

Pupils complete three units over the two years. Reducing the risk of sports injuries and dealing with common medical conditions is examined at the end of the course, following two coursework pieces on applying the principles of training and the body's response to physical activity.

REQUIREMENTS IN THIS SUBJECT TO STUDY SIXTH FORM COURSE(S)

BTEC Sports Science

A minimum of five 9-4 grades at GCSE or BTEC equivalent

CONTACT

Ali Rowsell
Head of Academic PE
ali.rowsell@bedes.org

ASSESSMENT

One externally assessed exam lasting 1hr 15min (40%).
Two centre-assessed coursework units (NEA), each making up 30% of the overall grade.

EXAM BOARD AND SPECIFICATION

OCR
J828 Sports Science Level 2

FURTHER INFORMATION

Although not compulsory, the course acts as a great pathway to study BTEC Sport Diploma and BTEC Sport Certificate.

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PE Course Comparison

As a department we are as proud of the pupil who achieves success in foundation level performance as we are of our successful elite performers. We relish the opportunity to inspire, help and improve all the pupils who come under our aegis. IGCSE PE and CNAT Sports Science cannot be taken as two separate courses out of the four options available. Pupils should choose the course best suited to them based on the practical and theory elements.

	IGCSE Physical Education	Cambridge National Certificate in Sports Science
Exam	Worth 50% of the final grade Based on whole course theory content Exam 1 hour 45 minutes long.	Level 2 Sport Science exam R180 - exam 1 hour 15 minutes, based on reducing the risk of sports injuries and dealing with common medical conditions.
Coursework	Practical sports performance: pupils are marked on their performance in four sports from a range of activity areas.	Two pieces of written coursework to accompany practical tasks.
Pupil Qualities	<ul style="list-style-type: none">• Highly able sports performer who is looking to further their knowledge of sport, physical activity, fitness and health• Have a passion for the subject and a keen interest in sport, how the body works and healthy active lifestyles• Pupil should be a strong practical performer in a range of sports and activities. We suggest pupils should be representing the school A teams, county or region in at least two sports• Pupils should be fit and willing to improve their performance through committed training• We have high academic expectations and find the exam is comparable to GCSE Biology, requiring candidates to apply their full range of sports knowledge	<ul style="list-style-type: none">• Passionate sports enthusiast who is looking to further their knowledge of sport, physical activity, fitness and health• Have a passion for the subject and a keen interest in physical activity, how the body works and healthy active lifestyles• Pupils are not assessed on their practical sports performance but a knowledge of training fitness and health would be advantageous• Pupils would find it useful to have access to a laptop or tablet that they can word process documents on during lessons• We have high academic expectations and pupils taking this qualification should be able to manage their time effectively

OVERVIEW

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

The core themes are:

- Health & wellbeing
- Relationships
- Living in the wider world

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

In Fifth Form, pupils have a one hour PSHE lesson every week, and will rotate throughout the academic year to cover four units of study linking with the core themes. These include topics such as self concept, emotional wellbeing, online safety, healthy & unhealthy relationships, the impact of pornography, sexual health, careers and future choices.

CONTACT

Pamela Nikiteas
Head of PSHE
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ASSESSMENT

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

FURTHER INFORMATION

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

Learning Enhancement

Learning Enhancement

Head of Faculty

Oliver Young

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Learning Enhancement

OVERVIEW

Bede's has a thriving Learning Enhancement Department staffed by highly qualified, specialist teachers, who support pupils with their learning.

Fifth Form pupils with additional needs may choose to have Learning Enhancement (LE) lessons in place of one of the GCSE subject options. LE lessons are delivered in small groups of up to five pupils.

In LE lessons pupils will receive assistance including developing literacy and numeracy skills, revision techniques and exam preparation. LE staff liaise closely with subject teachers to provide a targeted programme of support for individual pupils.

CONTACT

Oliver Young
Director of Learning Enhancement
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FURTHER INFORMATION

There is an additional cost of £775 per term for small group LE lessons.

If a pupil would like 1:1 LE lessons in preference to small group lessons that is also possible (timetable permitting) and is charged at a cost of £75 per hour.

Small Group LE lesson £775 per term
Individual LE lessons £75 per hour

Sixth Form Subjects Entrance Threshold

Many subjects that are studied at Sixth Form require certain subjects to have been studied at GCSE/BTEC Level 2. This information could be invaluable in deciding which subjects you might wish to study later in life and so the following pages give the requirements for studying subjects in the Sixth Form.

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

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

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

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

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

Frequently Asked Questions:

How many option subjects does each pupil have?

Each pupil chooses four options, on top of their core subjects: English, Maths and Science.

Can I do Animal Management as a GCSE?

No. There is A Level 3 Animal Management BTEC course - equivalent to an A Level - that pupils can take in the Sixth Form; those in the Fifth Form have the opportunity to spend as much time as possible in the school zoo, through the activity programme.

When do GCSE choices need to be made?

We ask for choices to be with us at the half-way point of the Spring Term. Changes can be made after this point, but it becomes less likely that we can provide the programme that each pupil seeks.

Do I need to choose a reserve option?

Yes. In the unlikely case that we cannot accommodate all your subject choices within the timetable we can substitute this as a reserve.

If I don't study English Literature can I study another GCSE option?

No - this just provides more class time in English to focus on English Language rather than study for two GCSEs in English lessons.

Do I have to study a modern foreign language?

No, however the vast majority of pupils choose to take a language. Please talk to the subject teacher.

I can already speak another language can I take a GCSE in it?

This is possible if a GCSE course is offered in the language. You will need to check with the MFL department. This would be studied as an extra GCSE and it will not impact the four option choices.

Can GCSEs be taken early?

GCSEs are taken in Year 11. This is to ensure the highest level of grades can be achieved. Some native speakers may take a language GCSE in Year 10.



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