



# Beacon Academy

Ambitious for excellence in all we do

## Sixth Form Course Information

### 2019/2020

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## Sixth Form courses for September 2019 & entry requirements

For full details of each course please see the sixth form prospectus on the website.

In general, to progress on to A level courses, it is expected that students will have achieved five 9-4 grades in subjects that are principally assessed through exams. To study vocational courses, the expectation is that the student will have achieved five 9-4 grades or equivalent level two qualifications. If students do not possess English or Maths at a grade 4 it is compulsory for them to study the subject until they gain a grade 4. Students should also be aware that a lack of grade 4 in these subjects will severely restrict choices at Advanced level. There are also subject specific entry requirements for all subjects – see below.

Subject	Main Requirements	Subject specific 2019 Recommendations
Applied Science Cambridge L3 Technical	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 5 or above in Maths Grade 5 or above in Science Grade 5 or above in English
Art and Design L3 Introductory Diploma	At least 5 grade 9-4 at GCSE	Grade 6 or above in an Art/Graphics/Photography GCSE
Art and Design A Level	At least 5 grade 9-4 at GCSE	Grade 6 or above in an Art/Graphics/Photography GCSE
Art Graphics A Level	At least 5 grade 9-4 at GCSE	Grade 6 or above in an Art/Graphics/Photography GCSE
Art Photography A Level	At least 5 grade 9-4 at GCSE	Grade 6 or above in an Art/Graphics/Photography GCSE
Biology A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 7 or above in Biology <b>and</b> Grade 7 or above in Chemistry <b>OR</b> Grade 7-7 in Combined Science Grade 6 or above in Maths
Business Cambridge L3 Technical	At least 5 grade 9-4 at GCSE	Merit or above in Level 2 Business <b>OR</b> Grade 4 or above in GCSE Business Grade 4 or above in English
Chemistry A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 7 or above in Chemistry <b>OR</b> Grade 7-7 in Combined Science (Higher Tier) Grade 6 or above in Maths
Computer Science A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 6 or above in Maths
Criminology Level 3 Diploma	At least 5 grade 9-4 at GCSE	Grade 4 or above in English
Dance A Level	At least 5 grade 9-4 at GCSE	Grade 4 or above in Dance
Digital Media Cambridge L3 Technical	At least 5 grade 9-4 at GCSE	Pass or above in ECDL if studied Grade 4 or above in GCSE ICT Grade 4 or above in English
Drama & Theatre Studies A Level	At least 5 grade 9-4 at GCSE	Grade 4 or above in Drama BTEC Merit or above in Performing Arts
English Literature A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	One grade 5 and one grade 6 across English Language and English Literature
French A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 6 or above in French Grade 6 or above in English
Further Maths A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 8 or above in Maths with teacher recommendation and at the discretion of the Maths KS5 co-

		ordinator and Head of Department. Must also study A Level Maths
Geography A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 6 or above in Geography Grade 6 or above in English
Geology A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 6 or above in Science Grade 6 or above in English Grade 6 or above in Maths
German A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 6 or above in German Grade 6 or above in English
Government & Politics A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 6 or above in English Language
Health and Social Care Cambridge L3 Technical	At least 5 grade 9-4 at GCSE	Grade 4 or above in English
History A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 6 or above in History if it has been studied Grade 6 or above in English
ICT Cambridge L3 Technical	At least 5 grade 9-4 at GCSE	Grade 4 or above in GCSE ICT or equivalent course. If you have not studied ICT at GCSE then you will need to meet the minimum requirements of 5 GCSEs at grade 9-4 including English at grade 4.
Maths A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 8 or above in Maths. Grade 7 at the discretion of the Maths KS5 co- ordinator and Head of Department
Music A Level	At least 5 grade 9-4 at GCSE	Grade 5 or above in Music <b>OR</b> play / sing to at least Grade 5 standard Grade 4 or above in English
Philosophy and Ethics A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 5 or above in English Language Grade 5 or above in a Humanities subject
Physics A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 7 or above in Physics <b>OR</b> Grade 8-7 in Combined Science (Higher Tier) Grade 7 or above in Maths
Product Design A Level	At least 5 grade 9-4 at GCSE	Grade 6 or above in Design Tech Grade 6 or above in Maths
Psychology A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 5 or above in English Language Grade 5 or above in English Literature Grade 5 or above in Maths Grade 5 or above in a Science subject
Sociology A Level	At least 5 grade 9-5 at GCSE in subjects assessed mainly by exams	Grade 5 or above in Sociology if it has been studied Grade 5 or above in English
Sport & Physical Activity Cambridge L3 Technical	At least 5 grade 9-4 at GCSE	Grade 5 or above in GCSE PE <b>OR</b> Merit or above in Level 2 Vocational Certificate in Health & Fitness

The main purpose of this challenging course is to develop students' ability to appreciate the visual world and to respond in a personal and creative way. It encourages students to think and work independently. They are given the opportunity to explore wide-ranging ideas and materials and methods through drawing and painting, sculpture, textiles and mixed media. Commitment, determination and enthusiasm are essential and will lead to endless possibilities for artistic impression.

## Subject Content & Assessment

### Full A Level qualification

#### Weighting and duration

#### Unit 1 coursework

This unit makes up 60% of the A Level final grade. It is made up of two components:

- Practical work
- Personal study (3000 word essay)

#### Unit 2 exam

The external exam accounts for 40% of the final A Level grade. All work is internally marked and externally moderated.

#### Learning Methods

- Independent research
- Investigation
- Exploration
- Experimentation
- Developing ideas
- Technical and practical work.
- Critical appraisal through feedback, discussion, peer assessment.
- Appreciation of others' work through gallery visits, exhibitions, libraries, Internet etc.
- Listening to others.

### Entry Requirements

Students should have a 6 or above in GCSE Art & Design, GCSE Art Graphics or GCSE Art Photography. The Art department will consider students with a grade 5 in special circumstances. Please talk to your art/photography teacher to discuss this further.

### Progression

At present, many students taking Art related subjects do a one-year Foundation course before applying for a degree course. We have 100% success in helping students secure places to further their studies. Skills developed on an A level Art course are also useful in Marketing, Advertising, Architecture, Publishing, Journalism and the Media. The course also develops many transferable skills as general aesthetic awareness, inquisitiveness, problem solving, presentation and communication skills.

**Contact:** Mr G Earl

**Email:** [g.earl@beacon-academy.org](mailto:g.earl@beacon-academy.org)

Graphic Design is a thriving industry with endless career prospects. This specialist course aims to introduce students to the way in which Graphic Designers work. Students require enthusiasm, commitment and a willingness to investigate and explore the realm of visual communication.

## Subject Content & Assessment

### Full A Level qualification

#### Weighting and duration

#### Unit 1 coursework

This unit accounts for 60% of the A-Level final grade. It is made up of two components:

- Practical work
- Personal study (3000 word essay)

#### Unit 2 exam

The external exam accounts for 40% of the final A-Level grade.

All work is internally marked and externally moderated.

#### Learning Methods

A large emphasis is placed on generating ideas and documenting these in workbook/sheets, as well as developing work during independent study time. Research skills are an integral part of the course; students need to collect relevant information from a variety of sources (library, internet) as well as developing an awareness of contemporary graphics.

**As this is an art course, drawing plays a huge part in each project.** Students will also be exploring and experimenting with a wide variety of artistic techniques and media. To support and enhance their creativity students can manipulate and create their work using ICT programs such as Photoshop.

The units could include poster design, packaging, illustration, editorial design, communication and story boarding.

#### Entry Requirements

Students should have a 6 or above in GCSE Art & Design, GCSE Art Graphics or GCSE Art Photography. The Art department will consider students with a grade 5 in special circumstances. Please talk to your art/photography teacher to discuss this further.

#### Progression

At present, many students taking Art related subjects will do a one-year Foundation course before applying for a degree course.

We have 100% success in helping students secure places to further their studies.

Skills developed on the A-level Art Graphics course are also useful in fields such as Marketing, Advertising, Branding, Web design, Graphic Design, Visual Merchandising, Animation, Publishing, Journalism and the Media. The course also develops many transferable skills such as general aesthetic awareness, inquisitiveness, problem solving, presentation and communication skills that can be useful in many areas.

**Contact:** Mr G Earl

**Email:** [g.earl@beacon-academy.org](mailto:g.earl@beacon-academy.org)

This is a challenging course in which students will learn to develop creative responses to the visual world through the medium of photography. Students will learn about the technical aspects of using a SLR camera, how to print in a darkroom and manipulate images using ICT. They will learn to read a photograph and create their own thoughtful and independent images. They will also find out how to write critical responses to their own and others images.

Commitment, determination and enthusiasm are essential and will lead to endless possibilities for artistic impression.

At the Sixth Form Centre we have our own darkroom with top quality Durst enlargers as well as PCs with image software including Photoshop CS5 and Silver Efex Pro.

## Subject Content & Assessment

### Full A Level qualification

### Weighting and duration

#### Unit 1 coursework

This unit accounts for 60% of the A-Level final grade. It is made up of two components:

- Practical work
- Personal study (3000 word essay)

#### Unit 2 exam

The external exam accounts for 40% of the final A-Level grade.

All work is internally marked and externally moderated.

### Learning Methods

Independent research, investigation and exploration. Experimentation and development of ideas through practical work. Critical appraisal through feedback, discussion, peer assessment.

Appreciation of others' work through gallery visits, exhibitions, libraries, Internet etc. and listening to others.

Students must also be prepared to conduct Photo Shoots outside of lesson time – often by visiting different and interesting locations

## Entry Requirements

Students should have a 6 or above in GCSE Art & Design, GCSE Art Graphics or GCSE Art Photography. The Art department will consider students with a 5 in special circumstances. Please talk to your art/photography teacher to discuss this further.

## Progression

Skills developed on an A level Photography course are also useful in fields such as Marketing, Advertising, Architecture, Publishing, Journalism and the Media. The course also develops many transferable skills such as general aesthetic awareness, inquisitiveness, problem solving, presentation and communication skills that can be useful in many areas.

## Course Fee & Equipment

To cover additional costs involved in studying this subject there is a course fee of £15. This covers the cost of Darkroom Chemicals, Filters and Negative bags. **Students will also have to buy photographic paper and black and white films. They will also need to cover the cost of digital printing themselves.**

**Contact:** Mr G Earl

**Email:** [g.earl@beacon-academy.org](mailto:g.earl@beacon-academy.org)

Developments in areas such as medicine, genetics and the environment are increasingly having an impact on all of our lives. It is important to make decisions based on the ability to understand both the information and evidence that is available and these skills are emphasised in this Biology course. It encourages students to develop an enquiring approach to science and places emphasis on experimental investigation, independent enquiry and the evaluation of data.

## Subject Content & Assessment

### Year 1

**Topic 1:** Biological Molecules

**Topic 2:** Cells, Viruses and Reproduction of Living Things

**Topic 3:** Classification and Biodiversity

**Topic 4:** Exchange and Transport

**Topic 5:** Energy for Biological Processes

**Topic 10:** Ecosystems

### Year 2

**Topic 6:** Microbiology and Pathogens

**Topic 7:** Modern Genetics

**Topic 8:** Origins of Genetic Variation

**Topic 9:** Control Systems

### Assessment

**Paper 1:** Advanced Biochemistry, Microbiology and Genetics (topics 1-7).

Weighting: 30% A Level

**Paper 2:** Advanced Physiology, Evolution and Ecology (topics 1-4 and 8-10). Weighting: 30% A Level

**Paper 3:** Paper 3: General and Practical Principles in Biology (topics 1-10)

Weighting: 40% A Level

### Learning Methods

There is a significant amount of biological knowledge that must be understood and learnt. These facts must then be used to interpret new situations.

Apart from notes and assistance provided by teachers, students are expected to cover some aspects of the course through **independent study**. Students need to be able to use books and other

secondary sources to extract relevant details and to write accounts of the information.

### Entry Requirements

Students must have obtained at least Grade **7** in Biology **and** Chemistry GCSE or at least Grade **7-7** in Combined Science GCSE. Also at least a Grade **6** in Mathematics is required.

If you think you are unlikely to reach this entry requirement, or feel that you would benefit from being assessed on coursework as well as exams, you might want to think about our Cambridge Technicals Level 3 course in Applied Science as an alternative.

### Assessment of Practical Skills

The Biology course is 100% externally assessed which means there is no coursework. Students will however be required to complete 16 core practicals and will need to demonstrate competence in various techniques in order to gain the Science Practical Endorsement. This is internally assessed.

### Progression

This course is suitable preparation for study at university and can lead to a wide variety of courses on offer such as veterinary science, medicine, conservation, biochemistry, sports sciences, physiotherapy, nutrition, and zoology to name but a few.

**Contact:** Dr D Smith

**Email:** [d.smith@beacon-academy.org](mailto:d.smith@beacon-academy.org)

**Chemistry is the study of matter and its changes. This includes everything in the universe from a simple hydrogen atom to very large replicating molecules involved in life processes. It is involved with everything from the development of medicines, food and consumer products, through to the protection and cleanup of our environment. There is a practical emphasis to the course. The course will also enable you to see how Chemistry can contribute to society as well as industry.**

## Subject Content & Assessment

The new A-level specifications have been developed in conjunction with higher education institutions, teachers, students and Ofqual to offer a Level 3 qualification that is world class. Students are examined by 3 A-level examinations in Year 13. With no practical controlled assessment component, students will need to demonstrate practical competency throughout the course in the Core Practicals that are examined in Paper 3 of the A-level.

## A Level Chemistry

A-level Chemistry is assessed using a mixture of short and long response questions, extended responses worth up to 8 marks and multiple choice questions. Again 20% of the questions will assess mathematical skills but 50% of the questions in Paper 3 will assess the practical skills taught within the course.

### Paper 1: Advanced inorganic and physical chemistry

Weighting: **30%** A-level

Duration: 1.75 hours

### Paper 2: Advanced organic and physical chemistry

Weighting: **30%** A-level

Duration: 1.75 hours

### Paper 3: General and practical principles in chemistry (synoptic)

Weighting: **40%** A-level

Duration: 2.5 hours

## Learning Methods

Much of the information required at A Level is obtained in the laboratory, and provides evidence for our explanations. You will be expected to participate in all areas of practical work from test-tube reactions to more complicated analysis and synthesis problems in extended laboratory work. Your challenge will be to interpret and explain the observed phenomena as thoroughly as you can. You will be required to reflect on issues and problems you may find quite challenging, but you

will be willing to apply yourself fully in order to solve them.

At the beginning of the first year students will follow a brief transition course to build confidence and draw links between GCSE and A Level. Practical competency will need to be demonstrated throughout and students will be given opportunities throughout the course to display their skills through a series of core practicals. This work will be written up in the Chemistry Lab Book. Student knowledge and understanding will be assessed throughout both years using topic tests and homework tasks to ensure students are prepared and to allow teachers to provide appropriate support.

## Entry Requirements

You will have achieved at least Grade 7 in GCSE Chemistry (triple science) or 7,7 in Combined Science (Higher Tier)

You will need a minimum of a grade 6 in Maths

If you think you are unlikely to reach this entry requirement, but are very keen on studying science, you might want to think about our Cambridge Technicals Level 3 course in Applied Science as an alternative.

## Progression

The applications of Chemistry are diverse, ranging from developing pharmaceuticals to perfumery, paints to pesticides and environmental issues.

It is a required subject for entry into medicine or veterinary practice, and is valued for its development of problem solving and logical thinking. As such it has been selected as a "Facilitating Subject" by the Russell Group of universities. Aspects of the course also have significant overlap with Physics, Biology and Mathematics.

**Contact:** Dr A Cumpstey

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# Computer Science A Level

# OCR

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It is an intensely creative subject that combines invention and excitement and can look at the natural world through a digital prism.

## Subject Content & Assessment

The A Level in Computer Science is combined of three units, two which are examined and one which is project based.

### Content (for examined units)

- Characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues
- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

### Content (for project)

You will choose a computing problem to work through according to the guidance in the specification

- Analysis of the problem
- Design of the solution

- Developing the solution
- Evaluation

## Learning Methods

The lesson activities used in Computer Science will combine both practical and theory elements, which allow students to work towards their exam of Year 13 exams and project.

## Entry Requirements

A minimum of at least five GCSEs at grade 9-5 in subjects assessed mainly by exams. This includes at least a grade 6 in Maths.

## Progression

There are many routes of progression from A level Computer Science. Colleges/Universities offer a wide variety of courses for the subject, both on its own or combined with other subjects. The combinations are too numerous to mention. Some students have chosen employment after A levels and the subject is, understandably, approved by employers.

**Contact:** Mr C Courtney

**Email:** [c.courtney@beacon-academy.org](mailto:c.courtney@beacon-academy.org)

A-level Dance is a dynamic qualification which encourages students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education and employers and will help them stand out in the workplace whatever their choice of career.

Areas of study include performance, choreography and critical engagement with Rooster Christopher Bruce, Rambert Dance Company, Sutra Sidi Larbi Cherkaoui and The Contemporary British Dance Scene 2000 to current.

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the 2 year course.

Assessment weighting 50% theory and 50% practical.

## Component 1:

*Performance and choreography what's assessed?*

1. Solo performance linked to a specified practitioner within an area of study.
2. Performance in a quartet.
3. Group choreography.

## How it's assessed?

Practical exam 80 marks 50% of A-level.

Non-examination assessment (NEA) marked by an external assessor from AQA during a visit to your centre or at a hub centre.

Visits will normally take place between March and May.

Externally set tasks are distributed by 15 September in the academic year of 2019.

## Component 2:

*Critical engagement what's assessed?*

Knowledge, understanding and critical appreciation of two set works.

1. One compulsory set work within the compulsory area of study

2. One optional set work within the corresponding area of study, from a choice of four.

**How it's assessed?** Written exam: 2 hours 30 minutes 100 marks 50% of A-level.

Questions two sections:

Section A: short answer questions (25 marks) and one essay question (25 marks) on the compulsory set work/area of study.

Section B: two essay questions on the second set work/area of study (25 marks for each essay).

## Entry Requirements

Students will need to have at least one of the following:

A grade 4 in GCSE Dance or equivalent experience from a recognised dance award body.

## Progression

This qualification is essential for specialist study in Dance studies in higher education as well as being useful in many other areas of study. The syllabus provides an excellent foundation for students intending to pursue a career in teaching, performing, and choreographing dance for performance.

**Contact:** Mrs C Thomas

**Email:** [c.thomas@beacon-academy.org](mailto:c.thomas@beacon-academy.org)

A Level Drama & Theatre is a practical performance based course aimed at developing your specialist performance skill and giving you a range of performance opportunities reflecting 21<sup>st</sup> century theatre practise. You learn by completing 3 clear components, devising, performing or designing skills and the practical exploration of texts to interpret form. A Levels are a respected and accepted entry qualifications for Higher Education both at University and Specialist Music and Drama Colleges.

## Drama & Theatre

A Level Drama & Theatre Studies consists of two coursework components and one externally examined paper. The course is made up of overall components.

### Component 1: Devising – 40 % of the qualification

Students will:

- Devise an original performance piece.
- Use one Key extract from a performance text and a theatre practitioner as stimuli.
- Performer or designer roles available.

**Assessment:** there are two parts to the assessment process:

- A portfolio of evidence of 3000 words
- Practical devised performance *or* design realisation -assessed internally.

### Component 2: Text in performance – 20% of the qualification

Students will:

- Perform in a group/ create a design realisation of one key extract from a text.
- Perform a monologue or duologue performance OR design realisation from an extract.

**Assessment:** externally assessed by a visiting examiner.

### Component 3: Theatre makers in practise – 40% of the qualification

Students will:

- Evaluate a live piece of performance.
- Practical exploration of a complete text.
- Practitioner based exploration of a text suitable for a contemporary audience.

### Assessment:

- Live theatre evaluation
- Paper requiring extended response of students based on an unseen extract from a studied text
- Paper requiring extended response of students based on a seen extract from a studied text

**Progression:** A Level Drama and Theatre qualifications are ideal for students wanting to work in the areas of: Performing Arts, Teaching, Politics, Social Work, Psychology or for wanting to show diversity, creativity, communication and teamwork skills in their UCAS or work applications.

### Entry Requirements:

GCSE Grade 4 or above in Drama  
BTEC Merit or above in Performing Arts

If you have neither of these, but have experience in performing please speak to the course tutor. The most important requirements are energy, and commitment to performance and teamwork.

**Contact:** Miss A Wallace

**Email:** [a.wallace@beacon-academy.org](mailto:a.wallace@beacon-academy.org)

This is an exciting course covering a diverse range of literature from different times and places. If you enjoyed your experience of GCSE English Literature, and you enjoy reading a wide range of texts, you will enjoy the lively discussions and enthusiastic atmosphere of an English Literature Advanced Qualification.

## A Level

**80% exam and 20% coursework**

### Component 1: Poetry

**Two hour open book exam**

**30% of qualification**

Students will study a minimum of three texts; at least one of them will be from 1300-1900. Students will study poetry by Carol Ann Duffy, Phillip Larkin and Geoffrey Chaucer.

### Component 2: Drama

**Two hour closed book exam**

**30% of qualification**

Section A of this exam is based on a Shakespeare text, which will be *Henry IV Part 1*. Section B will be a single question in which students must compare *A Streetcar Named Desire* with John Webster's *The Duchess of Malfi*.

### Component 3: Unseen texts.

**Written exam: 2 hours**

**20% of qualification**

This exam has two sections. One will be concerned with unseen prose from either the period 1880 to 1910 or the period 1918 to 1939. The other section will be about poetry from any period and of any style. Drawing on your knowledge and wider reading from throughout the course, you will have to respond to one unseen text in each section of your two hour exam.

### Component 4: Coursework

A comparative study of two novels. At least one text must be written after the year 2000. Students can use E.M. Forster's *A Room with a View* (a class text in year 12) or any literary pre-2000 novel and choose from a range of post-2000 texts. Students have successfully studied a wide range of texts including Colm Toibin's *Brooklyn*, Aravind Adiga's *The White Tiger*, Ian McEwan's *Atonement* and many others. The essay will be 3500 words in length.

### Learning Methods

Students will learn through a variety of methods: class discussion and presentations, research, private reading, writing, essay writing. Independent reading and study is a vital element of learning for all students.

### Entry Requirements

Students require at least one **grade 5** and one **grade 6** across English Language and English Literature.

### Progression

The Advanced Qualification in English Literature makes an excellent combination with a wide range of other subjects. There are many English related university and college courses, or you can use the analytical and research skills you'll develop to support you in any number of other courses.

**Contact:** Dr M Fairbanks

**Email:** [m.fairbanks@beacon-academy.org](mailto:m.fairbanks@beacon-academy.org)

# French A Level

# AQA

The GCSE emphasis on the ability to communicate is also central to A Level. The course will enable you to move confidently in a French environment as a sensitive and thoughtful person, aware of social, cultural, commercial and political issues affecting the countries where the foreign language is spoken. You will be equipped to give your views about what's happening in the world, but also operate effectively in a foreign work or leisure environment. By the end, you should be able to understand French intended for native speakers - a tremendous advance on GCSE competence!

## Subject Content & Assessment

The skills of listening, speaking, reading and writing are introduced through topic areas in A Level.

## A Level French (7652)

### Topics

- Social issues and trends
- Current issues
- Political and/or intellectual and/or artistic culture

### Paper 1

Listening, reading and writing, and translation into English and into French

Weighting: 40% of A Level

2.5 hours

### Paper 2

Writing test – essay on film or book, essay on book

Weighting: 30% of A-level

2 hours

### Paper 3

Speaking test

Discussion on stimulus card – 5 minutes

Presentation and discussion of individual research project

Weighting: 30% of A Level

17 minutes

## Learning Methods

Teachers will often base lessons on authentic magazine or newspaper articles, information brochures or publicity, or on radio or television programmes. A variety of language activities will help students to understand foreign material, respond to it, and express opinions. Throughout

these tasks new vocabulary and new grammar are introduced. Students will speak or write very little English because lessons are about practising realistic communication in the foreign language.

Students' willingness to participate orally has a crucial impact on their progress and enjoyment of the subject. Tasks might include role-play, debating, making individual oral presentations on a chosen topic to the group, and making a video. Students produce essays about the film or book studied. Writing involves producing imaginative essays.

## Entry Requirements

A grade 6 minimum in French and a Grade 6 in English is required to embark on French. If in any doubt, pupils must discuss their potential with their own French teacher.

Students are encouraged to buy their text books and DVD of film would be advisable. Students are encouraged to take part in a visit to a French speaking country.

It is hoped students take part in a work experience week in February Half term in year 12.

## Progression

French can be combined with a great variety of subjects: Science, Commerce, Electronics and Tourism. As Britain's European horizons widen so will the demand for competence in French.

**Contact:** Mrs A Whaley

**Email:** [a.whaley@beacon-academy.org](mailto:a.whaley@beacon-academy.org)

# Further Mathematics AS/A Level

If you have already chosen Advanced Level Mathematics you may wish to consider Further Mathematics at either Advanced Subsidiary or Advanced Level. **NOTE: You CANNOT study Further Maths unless you are also doing Mathematics. Further Mathematics is suitable for those who really enjoy a mathematical challenge and are expected to achieve a grade 8 or above at GCSE. You should be able to think and work independently, and be prepared to do a significant amount of private study. AS Further Maths is not necessarily more difficult than AS Maths, it merely looks at new topics and new aspects of mathematics that we do not have time to study in AS Maths. However, A Level Further Mathematics does have a greater level of difficulty and challenge than A Level Mathematics.**

**NOTE: You CANNOT study Further Maths unless you are also doing Mathematics.**

## Subject Content & Assessment

In year 12 the experience of Further Maths students is broader than that of Mathematics students, with the course introducing new concepts such as Complex Numbers and Matrices. There is also the flexibility to study additional areas of mathematics such as Statistics, Mechanics, Discrete Mathematics and additional Pure topics. In year 13 the Further Maths course builds on the content of both the Mathematics course and the Further Maths course, with concepts such as Hyperbolic functions, Polar Coordinates, Differential Equations and the Vector geometry of planes. In addition to this there is flexibility to extend knowledge of Mechanics, Statistics, Discrete Mathematics and additional Pure topics or alternatively to include more than one of these areas of study in the course. Students will be allowed an input into the decision about which of the options offered as part of the qualification will be studied; however, the final decision rests with the member of staff teaching the course. As in Mathematics the AS qualification and the A Level are stand alone; if AS examinations are taken at the end of Year 12 they will not count towards the final A Level result which will be based solely on the examinations at the end of Year 13.

The topics covered in Further Maths are far wider in range and depth than those studied in Mathematics and also begin to develop students understanding about how various branches of mathematics which look very diverse and disconnected are in fact inextricably linked to each other. There is rather less emphasis on applicability than in the Mathematics course – much of the content is a development of pure mathematics for its own sake.

Anyone considering continuing onto a Mathematics or Mathematics related degree should be considering an A Level in Further Mathematics. A Further Mathematics AS qualification is usually required as a minimum with an A Level in Further Maths being recommended. However, Further Maths is also a highly valued qualification for other degree courses such as Engineering, Economics and even Medicine.

## AS Further Maths

If students are only planning on doing a year of Further Maths studies then they will take the AS examinations in May/June of their Year 12. These consist of 3 papers, each of 1 hour and 15 minutes duration. There will be one paper covering the compulsory Pure content and then the remaining two papers will cover the two options chosen from Mechanics, Statistics Additional Pure and Discrete Maths.

## A Level Further Maths

For those students who continue to do the full Further Maths A Level there will be 4 examinations totalling 6 hours duration. Two papers will cover the Compulsory Pure content with the remaining two papers covering the two options chosen from the optional modules; Advanced Pure, Mechanics, Statistics and Discrete Mathematics. These papers will be taken in June of Year 13.

## Learning Methods

Groups will be small and lessons will often take the form of tutorials with much discussion taking place. As outlined in the introduction, students will be expected to undertake much of the work independently.

**Aims and Objectives:**

- Understand Mathematics and mathematical processes in ways that promote confidence, foster enjoyment and provide a strong foundation for progress to further study.
- Extend the range of mathematical skills and techniques.
- Understand coherence and progression in mathematics and how different areas of mathematics are connected.
- Apply mathematics to other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general.
- Reason logically and recognise incorrect reasoning.
- Generalise mathematically
- Construct mathematical proofs.
- Use your mathematical skills and techniques to solve challenging problems which require decisions on solution strategy.
- Make deductions and inferences and draw conclusions by using mathematical reasoning.
- Read and comprehend mathematical arguments, including justifications of methods and formulae and communicate your understanding.
- Take increasing responsibility for your own learning and the evaluation of your own mathematical development.

**Please note:**

Candidates for AS Further Mathematics **must** also study A Level Maths. If they wish to continue with Further Maths in Year 13 then they must also continue with the Advanced Level in Maths.

**Entry Requirements**

Applicants must have a grade 8 or above at GCSE, KS5 Maths Coordinator and teacher recommendation AND a general enthusiasm for Mathematics.

**Progression**

Further Mathematics extends the work covered at Advanced Level, and is extremely valuable for those who intend to do a Mathematics, or a Mathematics related, degree course. Most universities now insist on a minimum of AS Further Mathematics for anyone applying for a Maths or a Maths related degree, with A Level Further Mathematics being highly recommended.

**Contact:** Miss N Robinson

**Email:** [n.robinson@beacon-academy.org](mailto:n.robinson@beacon-academy.org)

**We live in a world of amazing beauty, infinite complexity and rigorous challenge. Geography is the subject which opens the door to this dynamic world and prepares each one of us for the role of global citizen in the 21<sup>st</sup> century. The course is issue-based, which focuses on people-environment interactions with units on both physical and human geography. Emphasis is placed on enquiry-based learning, and builds on skills such as the formulation of effective questions, investigative fieldwork and the ability to think critically and creatively about the complexities of, and different views and feelings relating to, people and places.**

## Subject Content & Assessment

### Component 1: Physical Geography

This unit looks at the physical processes in Geography and is examined through multiple choice, short answer, levels of response and extended prose questions.

#### What's assessed?

**Section A:** Tectonic Hazards and Coastal landscapes

**Section B:** Water and carbon cycles

### Component 2: Human Geography

This unit looks at the human processes in Geography and is examined through multiple choice, short answer, levels of response and extended prose questions.

#### What's assessed?

**Section A:** Globalisation and Dynamic Places

**Section B:** Human Systems and Geopolitics

### Component 3: Synoptic investigation of contemporary geographical Issue:

#### What's assessed?

Pre-Release data response and problem solving paper based on content of Components 1&2

### Component 4: Geographical investigation

#### What's assessed?

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. The report should be 3000-4000 words in length.

**Component 1 -30% (2hr 15min)**

**Component 2– 30% (2hr 15min)**

**Component 3- 20% (2hr 15min)**

**Component 4- 20% (Internally assessed)**

## Learning Methods

Students handle all types of data from published statistics to information collected during fieldwork. You will learn graphical and statistical methods to present and analyse the data. The use of the computer is encouraged. There are opportunities for class discussion, research and decision making in addition to formal note taking. There will be local field trips (max. £10) incorporated into the unit of work. There will be a residential fieldtrip in the UK for students. The course will enable students to develop transferable geographical skills and many of the Key Skills that will be essential to whatever post 18 courses/careers are pursued.

The key skills that students can develop during this course are, communication, application of number, information technology, problem solving, working with others, improving own learning and performance.

## Entry Requirements

Grade 6 in GCSE Geography.

Good Literacy skills are required, a grade 6 in English combined with a lively and enquiring mind, a willingness to explore new ideas and an ability to communicate your ideas effectively.

## Progression

Students with A level Geography have access to a wide range of possible careers and Higher Education opportunities, with Geography being a facilitating subject with Russell group universities. You learn and use a variety of transferable skills throughout the course. These include collection, analysing and interpreting data, communication your findings in different ways and identifying and developing the links between different parts of the subject.



These skills are in great demand and are recognised by employers and Universities and Colleges as being of great value. Geography combines very well with almost all other AS/A level subjects.

Taken with Sciences and Maths, Geography supports applications for almost any science-based university course such as Engineering, Psychology, Environmental Sciences, Oceanography, Cartography and Meteorology, Surveying and Geology. Taken with Humanities like English, French, History or Economics, Geography supports an equally wide range of university courses such as Town Planning, Travel and Tourism, Business, Law, Media, Politics and Philosophy.

In recent years A level Geography students from Beacon have gone to universities, including Cambridge, to follow degree courses in Geography with Oceanography, Geography and African Studies, Environmental Geography, Environmental Geology and Town Planning.

Other students choose to use their qualifications to go straight into employment. This is because AS/A Level Geography develops their Key Skills and transferable skills that employers seek; they can lead to a wide range of employment opportunities.

**Contact:** Mr R Arthur

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**A Level Geology will introduce you to the science which studies the whole Earth. It covers a range of real life geological contexts (e.g. geohazards in Britain and the evolution of flight) and the challenges that face contemporary geoscience. Around half of all UK Earth Science undergraduates studied Geology A level and it is also an accepted science qualification for progression to other science courses (including marine science), archaeology and civil engineering. You will learn about geology in a range of different contexts. The course assumes no prior experience of geology but builds on GCSE science concepts that it applies to the study of the Earth to develop an understanding of concepts that have both an academic and practical application.**

## Content

- Practical skills in geology
- Fieldwork
- Minerals and rocks
- Fossils and time
- Earth structure
- Plate tectonics
- Geological structures
- Sedimentary environments
- Geochronology
- Applied sedimentology
- Fluids and geological processes
- Igneous petrology
- Metamorphic petrology
- Mining geology
- Geohazards
- Engineering geology
- Basin analysis in practice

## Assessment

The examinations in Geology are all synoptic, meaning that they cover all the content of the course.

Total of 6 hours of examinations (2 x 2 hours 15 minutes and 1 x 1 hour 30 minutes) taken at the end of the course.

A wide range of question types which include multiple choice, short answer and extended response questions.

## Learning Methods

Student participation in lessons, especially in discussions, is very important. Personal research is also a vital component and the IT facilities are invaluable with this research. Videos, satellite data and a wide range of texts supplement the standard geological textbook data. There is a degree of practical and laboratory work at A Level, using a wide range of rocks and specimens. For both AS and A Level, the practical element includes a

residential field course in Devon or Dorset where mapping and outcrop investigation form the basis for the practical elements. The cost of the residential course is approximately £150 to £200.

## Entry Requirements

Students should have at least a 6/7 grade at GCSE Science. Ideally they should have a grade 6 in Mathematics and English GCSE. However; the most important requirements are a desire to learn, to be open-minded and have a wish to add breadth to a student's studies.

## Progression

AS students have the opportunity to continue their Geological studies to A Level. Geology supports a wide range of other A level subjects, but it naturally supports Biology, Physics, Chemistry and Geography. High percentages of students go on to Higher Education to study Geology, Geophysics or some aspects of Environmental Science. Over the last few years many Beacon Geology students have continued their studies in such areas as Oceanography, Astronomy and Leisure Management. Other opportunities include:

### Engineering:

Chemical Engineering with Oil & Gas Technology,  
Civil Engineering,  
Environmental Engineering,  
Civil & Coastal Engineering,  
Engineering with Environmental Management,  
Engineering Geology  
Environmental Engineering,  
Geotechnics,  
Material Science,  
Mining Engineering,  
Petroleum Engineering

Geology:

Applied Geology,

Archaeology

Earth Science,

Environmental Geology, Environmental Science,

Geoinformatics,

Geological Hazards,

Oceanography,

Geophysics,

Physical Geography,

Palaeobiology,

Palaeoecology,

Palaeontology,

Petroleum Geology,

Planetary Science,

Resource Geology

**Contact:** Mr R Arthur

**Email:** [r.arthur@beacon-academy.org](mailto:r.arthur@beacon-academy.org)

The GCSE emphasis on the ability to communicate is also central to A Level. The course will enable you to move confidently in a German environment as a sensitive and thoughtful person, aware of social, cultural, commercial and political issues affecting the countries where the foreign language is spoken. You will be equipped to give your views about what's happening in the world, but also operate effectively in a foreign work or leisure environment. By the end, you should be able to understand German intended for native speakers - a tremendous advance on GCSE competence!

## Subject Content & Assessment

The skills of listening, speaking, reading and writing are introduced through topic areas in A Level.

## A Level German (7662)

### Topics

- Social issues and trends
- Political and/or intellectual and/or artistic culture
- Multiculturalism in the German-speaking world

### Paper 1

Listening, reading and writing and translation into English and into German

Weighting: 40% of A Level  
2.5 hours

### Paper 2

Writing test – essay on film or book, essay on book

Weighting: 30% of A Level  
2 hours

### Paper 3

Speaking test

Discussion on stimulus card – 5 minutes

Presentation and discussion of individual research project

Weighting: 30% of A Level  
17 minutes

## Learning Methods

Teachers will often base lessons on authentic magazine or newspaper articles, information brochures or publicity, or on radio or television programmes. A variety of language activities will help students to understand foreign material, respond to it, and express opinions. Throughout these tasks new vocabulary and new grammar are

introduced. Students will speak or write very little English because lessons are about practising realistic communication in the foreign language.

Students' willingness to participate orally has a crucial impact on their progress and enjoyment of the subject. Tasks might include role-play, debating, making individual oral presentations on a chosen topic to the group, and making a video. Students produce essays about the film or and book studied. Writing involves producing imaginative essays.

## Entry Requirements

A grade 6 minimum in GCSE German and Grade 6 in English is required to embark on German. If in any doubt, pupils must discuss their potential with their own German teacher.

Students are encouraged to buy their text books and DVD of film would be advisable. Students are encouraged to take part in a visit to a German speaking country. It is hoped students take part in a work experience week in February Half term in year 12.

## Progression

German can be combined with a great variety of subjects: Science, Commerce, Electronics and Tourism. As Britain's European horizons widen so will the demand for competence in German.

**Contact:** Mrs A Whaley

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**Government & Politics will appeal to those students who like doing a subject that affects their everyday lives, and enjoy debating current affairs and politics generally. Students will learn how to develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes. Students will develop an understanding of the main political viewpoints and the skills required to argue a case with relevance and coherence.**

## Subject Content & Assessment

### Component 1: UK Politics

Students will study: democracy and participation, political parties, electoral systems, voting behaviour and the media. This unit will also include the core topics for the Political Ideas unit of the course (conservatism, liberalism and socialism.)

Written examination: 2 hours  
33⅓ % of the qualification

### Component 2: UK Government

Students will study: the constitution, parliament, Prime Minister and executive and the relationships between the branches of government. This unit also includes the non-core option for the Political Ideas unit of the course (feminism).

Written examination: 2 hours  
33⅓ % of the qualification

### Component 3: US Comparative Politics

Students will study: the US Constitution and federalism, US congress, US presidency, US Supreme Court, democracy and participation, civil rights.

Written examination: 2 hours  
33⅓ % of the qualification

### Learning Methods

A variety of learning methods will be used, with a great deal of emphasis on debating current affairs. Students will also need to develop the habit of reading quality newspapers or the online equivalent.

### Entry Requirements

This course is open to all students considering Advanced Level courses. Students do not need to have studied Government & Politics at GCSE. Good literacy skills are required to enable students to read widely and express ideas clearly. Grade 6 or above in English Language is required as a prerequisite.

### Progression

Students with A level Government & Politics have access to a wide range of possible career and higher education opportunities. Students will learn and use a variety of transferable skills throughout the course, all of which are in great demand from employers and universities. Government & Politics combines well with a range of Social Science and Humanities courses.

**Contact:** Mr G Ingham

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“We cannot understand ourselves if we do not know about our past”.

## Subject Content & Assessment

### Unit 1: In search of the American Dream: the USA, c1917-96

Students will study changes in America in this time, covering themes such as the changing political environment, the quest for civil rights, society and culture in change and the changing quality of life.

Topics covered will include:

- Changes in presidency, changing styles of presidential leadership and a decline in confidence 1933-1980
- Influences on the political landscape – the New Deal, Red Scares and Liberal counter-culture
- The impact of war on domestic politics
- Black American civil rights, life in the South, the impact of northern migration, and the emergence of Black Power
- The search for minority rights 1960-80, including the emergence of Native and Hispanic American campaigns and the gay rights movement
- The changing position of women through the Roaring Twenties up to the emergence of the women’s liberation movement
- The impact of immigration
- The influence of popular culture and news media: the impact of cinema, popular music and radio
- The economic environment, boom, bust and recovery
- Leisure and travel, the growth in spectator sports and increased leisure time

Students will also study in more depth historical interpretations

- The impact of the Reagan presidency (1981-1989) on the USA

Assessment will be in the form of one exam, taken at the end of Year 13, lasting 2 hours 15 minutes. It counts for 30% of the total A-Level.

### Unit 2: India, c1914-48: the road to independence

- The First World War and its impact on British India, 1914-20

- Changing political relationships, 1920-30; Gandhi and civil disobedience, The Muslim League and the British response
- Consultation and confrontation, 1930-1942
- The road to independence, 1942-48

Assessment will be in the form of one exam, taken at the end of year 13, lasting 1 hour 30 minutes. It counts for 20% of the total A-Level.

### Unit 3: Britain: losing and gaining an empire, 1763-1914

- The changing nature and extent of trade
- The changing nature of the Royal Navy
- The loss of the American colonies, 1770-83
- The birth of British Australia, 1788-1829
- Learning from past mistakes: Canada and the Durham Report, 1837-40
- Nearly losing an empire: The British in India, 1829-58
- The Nile valley, 1882-98

Assessment will be in the form of one exam, taken at the end of year 13, lasting 2 hours 15 minutes. It counts for 30% of the total A-Level.

### Unit 4: The Great Depression and the New Deal

This is a coursework unit which requires a large degree of independent research, and allows students some flexibility in the works they use. Students will be given the opportunity to engage with a historical controversy. Students will examine various interpretations, and come up with their own opinions about the nature of the controversy.

### Learning Methods

Historical understanding can be enhanced by a general interest in human behaviour and a grasp of current affairs. Good literacy skills are required to enable students to read widely and express arguments clearly. A willingness to debate and discuss ideas will help in developing analytical skills. Students are encouraged to visit libraries independently.

**Entry requirements**

This course is open to all students who are considering advanced level courses. When students have studied History at GCSE, the normal requirement is a grade 6 and a grade 6 in English.

**Progression**

Russell Group universities continue to see History as a facilitating subject – one which gives the most options when applying to study as an undergraduate.

Apart from being interesting, History is very useful. History can give students the skills most employers want. A Level History is a well-respected academic qualification that can contribute to a wide range of

higher education courses, particularly degrees in Social Sciences such as Law, Psychology, Politics or International Relations. The analytical skills developed through History are invaluable for many careers, for example journalism, teaching and the legal profession.

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# Mathematics A Level

Mathematics is required by a wide range of students, from those intending to read the subject at university to those needing particular techniques to support other subjects or their chosen careers. Mathematics A Level is a challenging course and in order to succeed you need to have a real interest and enthusiasm for the subject.

The course is designed to give students a broad understanding of pure mathematics, mechanics and statistics. Many students at this level are taking mathematics as a support subject and the topics in the course are structured to give knowledge of topics that are the basis of university requirements for courses involving Mathematics. Students who are interested in going on to read mathematics at university should be considering taking the Further Mathematics course as well as Mathematics (see separate specification).

## Subject Content & Assessment

The two-year course divides into two main topic areas – Pure Mathematics and Applied Maths. All of the content of this qualification is compulsory, with the Applied Maths consisting of a mixture of Mechanics and Statistics. The A level result will be based solely on the results of the examinations at the end of Year 13.

**Pure Mathematics** – In Year 12 the course builds on the student's GCSE work, extending the range of Mathematical techniques and developing the basic concepts necessary for advanced study in algebra, co-ordinate geometry, trigonometry and calculus. In Year 13 these topics will be further developed and in addition students will study topics such as sequences and series, numerical methods and 3D vectors. Students will extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems.

**Mechanics:** The Mechanics in Year 12 will consist of 1 dimensional kinematics and the concepts of force and Newton's first and second laws. In Year 13 this will be extended to two dimensional problems and will also include dynamics, the mathematics of friction and simple moments problems in static contexts.

**Statistics** – In Year 12 students will study data presentation, probability, sampling methods, the idea of a theoretical distribution, bivariate data and hypothesis testing. In Year 13 these concepts will be further developed and Normal distribution and correlation coefficients will be introduced as well as more advanced probability problems. Students will also be expected to be able to critique any assumptions made and be able to assess the potential impact on the model of a change in assumptions. The study of Statistics will also involve the use of a large data set which will be used throughout the two years to develop

understanding of the statistics methods being taught.

## A Level Mathematics Assessment

There will be three examinations totalling 6 hours in duration covering Pure, Mechanics and Statistics topics with  $\frac{2}{3}$  of the marks being based on Pure topics and the remaining  $\frac{1}{3}$  on Applied. These will take place in June of Year 13.

## Learning Methods

The main principles behind the course are to:

- Understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study.
- Extend students range of mathematical skills and techniques.
- Understand coherence and progression in mathematics and how different areas of mathematics are connected.
- Apply mathematics to other areas of study and be aware of the relevance of mathematics to the world of work and to situations in society in general.
- Use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly.
- Reason logically and recognise incorrect reasoning.
- Generalise mathematically, construct mathematical proofs.



- Use mathematical skills and techniques to solve challenging problems which require a decision on the solution strategy.
- Represent situations mathematically (including drawing diagrams and sketching graphs) and understand the relationship between problems in context and mathematical models that can be applied to solve them.
- Read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding.
- Use technology such as calculators and computers effectively and recognise when such use might be inappropriate.

In order to achieve these objectives, students will use a variety of teaching and learning approaches. Graphical calculators are a requirement for the course and students will also have access to computers as necessary. Students will be involved in individual work, small group work, practical experiments, data collection and analysis of the large data set and will therefore experience the teacher as both instructor and facilitator of mathematical skills and knowledge. Homework is a vital part of the learning process in Maths. After each lesson it is expected that students will read through their notes and then complete the exercises that have been set. In a typical week this should take approximately 4 – 6 hours in addition to lesson time.

### **Entry requirements**

Grade 8 or above in Mathematics. Grades 7 will be accepted on KS5 co-ordinator and Head of Department's recommendation. You will also have an interest in and be enthusiastic about mathematics.

### **Progression**

This course is designed to provide a route of progression through the subject, starting at GCSE and going into what is first year work in some university courses.

Mathematics has strong links with many subject areas, (particularly the applied part of the course which can provide valuable support for many other subjects), and many degree courses including Mathematics, Statistics, Operational Research, Engineering, Physics, Accountancy and Economics amongst other.

If you enjoy Maths, are considering it as a degree and are predicted grade 8 or above you should also consider studying Further Mathematics.

**Contact:** Miss N Robinson

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**Music A Level encompasses a particularly wide range of academic skills and balances musical creativity (performance and composition) with detailed aural perception, extended essay writing, socio-historical study and close score analysis. This is a course that will excite the curious, reward the creative, and develop an excellent range of complementary skills as part of an academic portfolio.**

## Subject Content & Assessment

The new A level specification has been developed in conjunction with higher education institutions, teachers, students and Ofqual to offer a Level 3 qualification that is world class.

### Component 1: Performance

Weighting: **30%**

Externally assessed

You must perform an 8 minute recital in front of an audience. This can be solo, ensemble, a realisation using music technology or a combination of these. You are expected to perform with technical and expressive control, accuracy, fluency and demonstrate a critical understanding of the style and purpose of your chosen piece(s).

### Component 2: Composition

Weighting: **30%**

Externally assessed

You must submit two compositions with a combined duration of 6 minutes. Composition 1 will relate to one of the Areas of Study found in Component 3. Composition 2 is a stylistic study that may include writing Bach Chorales, Arrangement or Remixing. You will be expected to demonstrate sophisticated use of the musical elements and create pieces that develop musical ideas and devices, exploring conventions appropriate to your chosen style or genre. You will be expected to produce a score and recording of your compositions and there will be significant opportunity for the use of Music Technology in this component.

### Component 3: Appraising

Weighting: **40%**

Externally Assessed

This component requires you to study a range of set works from the following Areas of Study:

- Vocal Classical Music
- Instrumental Classical Music

- Music for Film
- Popular Music and Jazz
- Fusions
- New Directions in Classical Music

You will engage critically with each set work through score analysis, acquire an understanding of its cultural context, develop acute aural perception skills, and make judgments using detailed technical language, before applying these skills to new, unfamiliar pieces in the final 2 hour exam.

### Learning Methods

Performance work will take place on a regular basis, although you will be expected to make the majority of your progress through private practice and with your instrumental teacher. You will work towards interim performances, peer reviewing your technique and choice of repertoire as you develop your skills.

Composition will be taught in class workshops with critical ideas introduced and explored through short developmental tasks. You will learn the fundamentals of functional harmony and apply this to a range of extended composition briefs using Sibelius and other software. Class seminars will be used to critique published compositions and pupil portfolios.

Listening and appraising will be taught through detailed individual and group analysis, research projects and short and extended essay questions. You will be expected to complete regular wider listening and reflect upon this in class discussions, as well as using it to inform and support your written arguments.

### Entry Requirements

You will have achieved at least Grade 5 in GCSE Music **or** play/sing to at least Grade 5 standard. A Grade 4 in GCSE English would be a definite advantage in meeting the literacy requirements for Component 3.

Regular lessons from a qualified teacher are essential, as is the ability to read staff notation.

If you think you are unlikely to reach the entry requirements but are very keen on studying music, please discuss this with Mr Cryle.

critical thinking and reasoning, communication, adaptability, self-management and team working skills which makes it a positive asset as part of an academic or vocational portfolio.

**Contact:** Mr T Cryle

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### **Progression**

This course develops skills essential to the undergraduate study of music, or music related degree courses. Music is also recognised as developing many desirable and transferable skills including problem solving and metacognition,

If you have ever wondered; 'What is the purpose of human life?' Or 'Do we have free will?' If you could discuss whether it is good to allow one person to die if it will save the lives of nine others, or if you have ever thought 'is drone war ever justifiable?' The study of Philosophy and Ethics might be right for you. Philosophy and Ethics is the exploration of some of the most important questions humanity has ever posed. What Philosophy and Ethics gives you is the lens through which you can begin to discuss these questions analytically and meaningfully. What is so valuable about this - besides the intrinsic worth and fascination these questions bring - is that through Philosophy and Ethics you learn how to argue and how to structure complex ideas in a useful way. This skill benefits you in any other essay writing subject at A-level and university beyond. The word 'Philosophy' means 'Love of Wisdom' so if you are serious about the study of ideas you should consider Philosophy and Ethics at A-Level.

## Subject Content & Assessment

### A Level – taught over two years

#### Module 1 – Philosophy

Including the search for meaning and truth. Arguments surrounding the existence of God. The question of the nature of reality in Ancient Greek thought. The use and criticism of philosophical language. The question of mind, body and soul.

#### Module 2 – Ethics

The study of how people decide between right and wrong and the opportunity to apply these ethical theories to issues, e.g. euthanasia and sexual ethics. The questions of Free Will, metaethics and the nature of the conscience.

#### Module 3 – Issues in Religion

Challenge from science, sociology and humanism. Critique of religious traditions and textual criticism. Feminism, Marxism, Gender and sexuality within contemporary religion.

There is no coursework in Year 12 or 13.

## Learning Methods

This course depends on the use of listening, reading, essay writing, discussion and analytical skills. To support this, students are offered 6<sup>th</sup> Form conferences (in London), group work, pair work, presentations, visitors and seminars.

## Entry Requirements

Students need five grade '5's or above at GCSE, with a preferred grade 5 or above in English Language and a Humanities subject (History or Geography) grade 5 plus an interest in the study of ideas.

## Progression

Philosophy and Ethics is well respected by Universities and compliments almost any subject due to its broad and fundamental nature. As a result students have gone on to follow an amazingly wide range of courses at University – from Philosophy to Music, Politics to Medicine, Psychology, Law, Journalism, Teaching, Social Work and careers in Media.

**Contact:** Mr C Howarth

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Physics is the scientific study of matter, energy, motion and forces. Physics seeks to make sense of the extraordinary world around us and to understand the very extent of the universe. When combined with design and technology applications, physics forms the basis for the development of new and evolving technology. This course aims to further develop knowledge and understanding of the subject and to develop key problem solving skills. A qualification in physics can lead to a wide range of careers and future opportunities.

## Subject Content & Assessment

### The Year 1 course covers the following topics:

- Working as a Physicist
- Mechanics
- Electric Circuits
- Further Mechanics
- Electric and Magnetic Fields
- Materials
- Waves and Particle Nature of Light

### Additionally the Year 2 course covers the following topics:

- Thermodynamics
- Nuclear and Particle Physics
- Space
- Nuclear Radiation
- Gravitational Fields
- Oscillations
- Synoptic style questions – linking two or more topics together
- conceptual and theoretical understanding of experimental methods

## Assessment

100% external examination over 3 papers.

## Learning Methods

Lessons consist mainly of practical work, theory, research and problem solving. Students will develop practical skills, logical methods of approaching complex problems, individual study and discuss topical scientific issues. Students will be expected to record all work thoroughly and to meet set deadlines. Students will also be expected to spend a minimum of 5 hours per week on the subject outside of timetabled lessons.

## Entry Requirements

7 in Physics (Triple Science) or 8-7 in Combined Science (Higher tier). A minimum of 7 in Mathematics.

It is also preferable for students to study A Level Mathematics.

## Progression

The course supports Mathematics and Chemistry.

## Contact:

Mr C O'Boyle

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Mr P Hall

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An A-Level in Product Design allows students to learn about contemporary technologies, materials and processes, as well as established practices. From September 2017 we have a new specification which places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

The Edexcel A Level Product Design course is recognised as an academically rigorous programme of study by all Universities. It sits very well alongside other subjects like Maths, Business Studies, ICT, Economics, Languages or Science. Students who have a passion for Design and an interest in new technology will progress very well on this course.

Design skills, such as graphical communication, computer aided designing (CAD), computer aided manufacturing(CAM), and Information and Communication Technology (ICT) will be developed through a combination of core and individual task activities.

## Subject Content & Assessment

This course aims to instill a wide understanding and appreciation of the resources and skills, both modern and historic, necessary to take a product from conception to sale and beyond. It encourages students to develop their own creativity and design and technology capability. This subject is acknowledged by all English Universities.

The course content is taught through 2 assessed components of work. The course is predominantly taught through 'Design and Make' practical assignments and supporting theory studies. Students are encouraged to identify and solve design problems for real clients. Coursework is monitored continuously and assessed internally and then moderated by the Exam Board. There are 2 compulsory components of work that are studied over the 2 years. This course is a linear course meaning that all units are examined at the end of the 2<sup>nd</sup> year.

## A-Level Components

### Component 1:

#### What's assessed:

Principles of Design and Technology.

#### How it's assessed:

- Written exam: 2 hours 30 Minutes
- 120 marks
- 50% of A-level

#### Exam Paper Question Style:

The paper includes calculations, short-open and open-response questions, as well as extended-writing questions.

### Component 2:

#### What's assessed:

Independent Design and Make Project

#### How it's assessed:

- Non Exam Assessment: (coursework)
- 120 Marks
- 50% of A-level

#### How it's assessed:

There are four parts to the assessment:

- Part 1: Identifying and outlining possibilities for design I
- Part 2: Designing a prototype
- Part 3: Making a final prototype
- Part 4: Evaluating own design and prototype

### Learning Methods

Key to success in this subject is involvement in all aspects of the course. Students follow a self-determined investigation into aspects of their chosen material. Students are encouraged to study aspects of 20<sup>th</sup> century product design and the social environment. The aim is to explore these through personal study, fact finding using links with business, a variety of media, group presentations and debate.

A willingness to develop communication skills and produce relevant evidence through sketching, technical illustration, modeling, computer-generated design and ICT is essential for success in the coursework portfolios.

**Entry Requirements**

Candidates need to have studied and achieved a 6 at GCSE Design & Technology before commencing work on this specification; Students should show strengths in the practical working of their chosen material and a particular interest in post 'A' level study is encouraged.

Students are also to have achieved a minimum of a 6 in GCSE Mathematics.

**Progression**

This course promotes communication, teamwork and three-dimensional design skills and business awareness. This course is an excellent start to those students wishing to progress onto Design based degrees or career paths. This is also a useful course for students wishing to study Art, Graphics, Maths, Media, Physics, or Engineering in further education.

**Contact:** Mr J Clark

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**Psychology is the scientific study of mind and behaviour. Psychologists focus on understanding and explaining all kinds of human behaviour. It is an incredibly wide and diverse subject, which has applications in just about every activity where humans participate. Psychology has been designated a science subject and is an extremely popular subject both at Beacon and across the whole country. It sits well alongside most other A level subjects, whether Arts or Sciences.**

A Level Psychology is assessed as a linear qualification – students will sit 3 exams at the end of their 2 year course. Students will sit mock exams in the first year, and must pass these to progress to the second year.

## Subject Content & Assessment

### Paper 1 Introductory Topics in Psychology Written Exam 33.3% of A Level

1. **Social influence** – Why do people conform and obey?  
What are the implications of research for social change?
2. **Memory** – how are memories stored? What are some strategies to help us remember information? What influences the memories of people who witness a crime?
3. **Attachment** – how do babies form attachments? How might early separation affect us later in our lives? Effects of institutionalization.
4. **Psychopathology** – How do we define abnormality? How do we explain and treat phobias, depression and obsessive compulsive disorder.

### Paper 2 Psychology In Context Written Exam 33.3% of A Level

5. **Approaches in Psychology**  
Origins of Psychology. Psychology as a Science. Approaches including behaviourist, cognitive, biological, humanistic and psychodynamic.
6. **Biopsychology**  
Structure and function of nervous system and endocrine system. Ways of studying the brain and how brain influences behaviour. Biological rhythms and the role of pacemakers and zeitgebers in the sleep/wake cycle.

7. **Research methods** – how do psychologists find out their information including ethical issues in psychological research. Mathematical concepts such as data handling and analysis. Probability and significance and introduction to statistical testing.

### Paper 3 Issues and Options in Psychology Written Exam 33.3% of A Level

8. **Issues and Debates in Psychology**  
Nature nurture debate, gender and culture bias, reductionism and ethical implications of research.
9. **Option 1 – Cognition and Development**  
Piaget's theory of cognitive development, Vygotsky's theory of intellectual development, explanations of infant abilities, theory of mind and the mirror neuron system.
10. **Option 2 – Schizophrenia**  
Symptoms and explanations of schizophrenia including psychological and biological approaches. Therapies including drug therapies and cognitive behaviour therapy.
11. **Option 3 – Forensic Psychology**  
Factors related to offender profiling, biological and psychological explanations for crime, ways to deal with offending behavior for example restorative justice.

### Learning Methods

Whole class and group teaching, discussion, watching videos, independent study, taking part in whole class psychological investigations– these are some of the ways the subject is delivered. Students are informed, challenged and stimulated. Homework is set regularly. Students need to be prepared to read widely and critically. Students sometimes attend conferences in London which give them the chance to hear world experts in their field and even experience hypnosis. Revision sessions are held regularly before exams are taken.



### **Entry Requirements**

Psychology is a very popular science subject and can become oversubscribed.

Students need to have obtained the following:

- at least five 9-5 GCSE passes in subjects that are assessed by exams, plus
- at least a grade 5 in English Language and English literature plus
- at least grade 5 in a Science subject and Mathematics grade 5.

Students also need to have a keen interest in human behaviour and in finding out what motivates people.

### **Progression**

There are many varied courses in Higher Education that Psychology can be linked to – recent students have progressed to study Psychology and Criminology, Psychology with Anthropology as well as straight Psychology as a BA or BSc degree.

Students have also progressed to studying medicine, nursing and teaching. A qualification in Psychology would be extremely relevant to any field where people are the main resource – education, health, customer services, the police, social work, and managers in many areas from business to the military to football teams!

**Contact:** Mrs D Morrell

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**Sociology is the study of human social life, groups and societies. It is a fascinating subject as it focuses on our own behaviour as social beings. The scope of sociological study is wide, ranging from the analysis of passing encounters in the street to the investigation of global social processes.**

## **Subject Content & Assessment**

The value of Sociology is widely recognised. That is why police officers, nurses, doctors, teachers and business managers, among other professionals, learn some Sociology as part of their training.

### **Year 12**

#### **Unit 1 – Families & Households**

This unit explores the relationship of the family to the social structure and social change, including patterns of change in marriage, cohabitation, divorce, and childbearing. It examines gender roles and the domestic division of labour, while critically examining the changes in family life from 1900 to the 21<sup>st</sup> century.

Weighting: 40 total marks.

#### **Unit 2 – Education with Research Methods**

Education was Tony Blair's number one priority. Gordon Brown says it is his passion. Why is the government so concerned about education? How does our system compare with those of our rivals? How can class, gender and ethnicity affect achievement? Why are some pupils so anti-school? In addition students will study research methods and find out how sociologists studying the education system using methods such as social surveys, experiments, observations and interviews to back up their theories.

Weighting: 80 total marks.

### **Year 13**

#### **Unit 3 - Beliefs in society**

In some ways religion in this country has been in decline for decades. Yet at the same time, religious differences are at the heart of serious conflicts around the world. What is the function of religion? Is it a good thing or not? Can religion change society for the better?

Weighting- 40 total marks.

#### **Unit 4 – Crime and Deviance with Sociological Theory and Methods**

Are criminals born or made? Who makes the laws that say what we can and cannot do? Is there one law for the rich and one for the poor? What are the social causes of the recent knife crime in the

U.K and gun crime in the USA? This unit includes a study of the most controversial act of deviance suicide. In addition students will build on their knowledge of Year 12 to have a more in-depth understanding of a range of sociological theory and the research methods used by theorists.  
Weighting: 80 total marks.

#### **Learning Methods**

Structured discussion in small groups and as a whole class, problem-solving exercises, educational trips. Disciplined and thoughtful reading is essential. You will be supported in developing the study skills required such as evaluation, analysis and essay writing.

#### **Assessment**

This course is assessed informally by essays and exam questions throughout the course. Formal assessment is by examinations only, all of these are to be taken at the end of Year 13.

#### **Entry requirements**

The required entry requirements for A Level are a minimum of 5 GCSE's at grades 9 - 5 that are assessed by exams. This must include a grade 5 in English Language or Literature, and a grade 5 in GCSE Sociology if you took it.

#### **Progression**

Many students go on to study Sociology or Criminology at university. It is also useful to support subjects concerned with aspects of social behaviour, such as Business Studies, Economics, Geography, History, Management, Media Studies, and Psychology. Many students in the past have gone on to apply for the Police force, Law, Teaching, Health and Social Care, Business, Counseling and Social services. Sociology is a useful subject for anyone planning to work with or managing people or groups.

**Why study Sociology?**

- It helps you to make sense of the world around you.
- It involves you and the people around you.
- Sociology is an interesting and dynamic subject.
- Sociology provokes debate.
- It compliments other subjects like Philosophy and Psychology.
- It promotes key academic skills.

- Sociology is an entirely new subject.

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# Cambridge Technical Extended Certificate in Applied Science Level 3 Qualification

OCR

Applied Science is designed to provide a specialist work-related qualification. It gives you the knowledge, understanding and skills to prepare you for further education or for a career.

## Subject Content & Assessment

Cambridge Technical Extended Certificate in Applied Science is equivalent to one A Level and can be used alongside other qualifications for employment or University entrance.

### What does this qualification cover?

This qualification contains 2 mandatory units as follows:

- Science Fundamentals
- Laboratory Techniques

The course is designed to cover the understanding and skills that Scientific employers are looking for such as:

- Knowledge and understanding of fundamental biological, chemical and physical principles underlying laboratory science
- Transferrable skills necessary to perform laboratory techniques in the workplace (a laboratory can be considered anywhere where you are applying laboratory skills such as field work, environmental surveys, etc)

### Course Content

Students must complete 2 externally examined units and 3 internally examined coursework units.

Unit	Title (Examined or Coursework)
1	Science Fundamentals (E)
2	Laboratory techniques (E)
6	Control of hazards in the laboratory (C)
18	Microbiology (C)
21	Product testing techniques (C)

## Learning Methods

Each unit will be taught through a mixture of formal teaching and practical activities.

## Assessment

You will be assessed by a combination of external exam, externally marked tasks and internally marked assessment.

## Entry Requirements

A minimum of 5 GCSE's 5 and above including grade 5's in English, Maths and Science GCSEs. You need to be well motivated, able to work on your own at times, be able to plan the use of your time and to meet deadlines.

## Progression

CTEC's are equivalent to A Levels or other Level 3 qualifications and are highly valued by universities, further education colleges, higher education institutions and employers. They are the most popular vocational Further Education qualifications in the UK and are recognised and respected worldwide.

CTEC's earn you UCAS points: the equivalences are CTEC Extended Certificate = 1 A Level which with two other A levels will enable you to go on and do an Honours or Foundation degree.

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# Art & Design Level 3 Introductory Diploma – Double Award

Art and Design L3 Vocational qualifications are designed to give you a work-focused alternative to A Levels. They've been designed to give you opportunities to demonstrate and develop the practical application of knowledge and understanding in the areas of work that appeal to you. This will enable you to develop your research, practical and creative skills as you work, both independently and with colleagues, to progress through your qualifications.

## Subject Content & Assessment

The course comprises of 12 units.

### The First Year (6 Units)

The first year covers a broad range of art & design skills, including 2D and 3D work, as well as the opportunity to use traditional and modern media, materials and technology. You will understand key trends, movements and events in the context of a chosen art or design discipline and identify areas of personal interest. You will be required to investigate artists and/or designers and use this to develop an idea for a personal piece of creative work. Towards the end of the year you will be required to plan, research, develop ideas and produce a quality outcome for a specialist art or design brief.

### The Second Year (6 Units)

In the second year you will be required to work on both a Fine Art and a Design project. Towards the end of the year you will be advised in the identification of your strength and a potential pathway to produce outcomes for the Centre Devised Project.

There is the opportunity to undertake specific specialist pathways in Fine Art, Graphic Design, Photography, Fashion, Textiles and 3D Design. Working on these pathways will allow candidates the opportunity to focus on a particular skill and knowledge base that enables them to develop a specialism in a particular industrial or business context. The course will conclude with you exhibiting and presenting your work.

## How will I be assessed?

The course is the equivalent of 2 A Levels. Assessment is by practical 2D/3D coursework, visual & written critical research, projects and written case studies/essays.

The purpose of assessment is to ensure that students have the opportunity to demonstrate they can meet each assessment criterion to achieve the learning outcome. Students are given the opportunity to access the full range of grades, i.e. Pass, Merit and Distinction.

All the work is internally assessed, with the marks being moderated twice a year by an external Moderator. Following moderation, and if the external Moderator agrees with the grades awarded, certificates are then issued by the examination body for any achieved units and full qualifications.

The qualification is graded: PP, PM, MM, MD, DD, DD\*, D\*D\*

## Who should you take this course?

You should consider this course if you are serious about progressing into art and design, if you enjoy making practical work using a wide range of media and processes, and if you are prepared to undertake the necessary private study required to succeed well.

## Entry Requirements

Students should have a 6 or above in GCSE Art & Design, GCSE Art Graphics or GCSE Art Photography. The Art department will consider students with a grade 5 in special circumstances. Please talk to your art/photography teacher to discuss this further.

**What can I do after completing this course?**

This course is suitable for students wishing to gain a Level 3 qualification to support further study in Further Education (F.E.) and Higher Education (H.E.) in Art and Design as well as students studying in preparation for employment in Art and Design

The main choice of progression is enrolment onto a one year Art & Design Foundation.

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# Cambridge Technical in Business Level 3 Qualification

# OCR

This qualification is a similar size to two A Levels. This will give you flexibility to take other qualifications, vocational or academic, to progress to a degree programme or into employment.

## Subject Content & Assessment

Equivalent of 2 A Levels

### Year 12 Units

#### Business

1. The Business Environment (Exam) – develop an understanding of how and why businesses operate in the way they do.
2. Working in Business (Exam) – cover the skills and understanding needed to work effectively within a business environment
3. Business Decisions (Exam) – develop your skills of business decision making using multiple sources of information
4. Customers and Communication (Portfolio) – learn the purpose, methods and importance of communication in business and the appropriate of different forms of communication for different solutions.
5. Marketing and Market Research (Portfolio) – particular emphasis on the role of market research and how it contributes to marketing decision making and the actions a business may take.

### Year 13 Units

#### Business

1. Marketing Strategy (Portfolio)
2. Marketing Campaign (Portfolio)
3. Change Management (Portfolio)
4. Principles of Project Management (Portfolio)
5. Delivering a Business Project (Portfolio)

An option to retake each examined unit will be available in Year 13 for students who wish to improve their marks.

#### Exam Structure

Unit 1 – Business Environment

90 marks (2 hours)

**Section A** (multiple choice)

**Section B** (short answer questions and questions requiring more extended responses based on a pre-release brief)

**Section C** (short answer questions and questions requiring more extended responses based on an unseen scenario)

Unit 2 – Working in Business

60 marks (1 hour 30 minutes)

Short answer questions and questions requiring more extended responses

Unit 3 – Business Decisions

60 marks (1 hour 30 minutes)

Short answer questions and questions requiring more extended responses based on a pre-release scenario

#### Learning Methods

There will be a mixture of learning methods within this course. You will learn by applying your skills, knowledge and understanding from the qualification to tasks or activities that are relevant to business.

#### Entry Requirements

Students will need a Pass at Level 2 or above in Business or a grade 4 or above in Business or equivalent course. If you have not studied Business at GCSE Level then you will need to meet the minimum requirements of 5 GCSEs at 4 or above, including English grade 4.

#### Progression

Cambridge Technicals provide a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points

**Contact:** Mr C Courtney

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**Criminology is the study of how crime is defined, why some people commit crime and what happens when they do. It is also the study of the police, the courts and penal systems, as well as the prevention and deterrence of criminal behaviour. This qualification is designed to give learners an introduction to the theories of criminology and is well suited to learners looking to pursue a career in a range of uniformed services, especially the police force.**

WJEC Level 3 Diploma in Criminology is a 2 year, linear course with elements of psychology, law and sociology that complements studies in humanities. This is an Applied General qualification designed to offer exciting and interesting experiences through applied learning, i.e. the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

Students study and are assessed on 4 units. Assessment is graded A\* to E.

**Subject Content & Assessment** Learners must complete **ALL** units. Assessment is through both controlled assessments and external exams.

### **Unit 1 Changing Perception of Crime – Controlled Assessment**

Enables the learner to demonstrate understanding of different crimes, influences on perceptions of crime and why some crimes are unreported.

### **Unit 2 Criminological Theories –Exam**

Students gain an understanding of why people commit crime, drawing on what they have learned in Unit 1.

### **Unit 3 Crime Scene to Courtroom –Controlled Assessment**

The third unit will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

### **Unit 4 Crime and Punishment – Exam**

In the fourth unit, learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

### **Learning Methods**

Whole class and group teaching, discussion, watching videos, independent research. Homework is set regularly. Students should be prepared work independently and in groups, to join in discussions and share ideas.

### **Entry Requirements**

Students need to have obtained the following:

- at least five 9-4 GCSE passes in subjects, plus
- at least a grade 4 in English

Students need to have a keen interest in human behaviour and in finding out what might cause people to commit crimes.

### **Progression**

An understanding of Criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology

The course does attract UCAS points and several universities have shown an interest in accepting Criminology alongside A levels for entry to undergraduate courses.

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# Cambridge Technical in Digital Media Level 3 Qualification

OCR

This qualification offers specialist pathways in digital content for interactive media, and moving image and audio production.

You will apply your practical skills and knowledge in preparation for further study, Higher Education or the workplace.

The Cambridge Technical in Digital Media focuses on the skills, knowledge and understanding that today's universities and employers demand.

## Subject Content & Assessment

This course is worth the equivalent of 2 A Levels.

It is a suitable course for anyone who is interested in working in the media and developing their skills in practical media production.

### Year 12 Units

- Media Products and Audiences (examined through an external written exam)
- Pre-Production and Planning (examined through an external written exam)

There will also be additional internally assessed units – through the use of a portfolio (these will depend on the pathway chosen by teachers in the year of study)

### Year 13 Units

**Six additional units from a selection of optional units (selection yet to be finalised)**

All of these units will be internally assessed through the use of portfolios.

## Learning Methods

This course will allow students to develop their skills further as an end user – a person who uses these skills to enhance personal productivity, facilitate communication or work collaboratively in a work role. In other units, students will be using IT for their own purposes.

## Entry Requirements

Students will need a Pass or above in the ECDL if you have undertaken the qualification. We will accept students who have a 4 grade or above in GCSE ICT or equivalent course. If you have not studied ICT at GCSE Level then you will need to meet the minimum requirements of 5 GCSEs at 4 or above, including English grade 4.

## Progression

Cambridge Technicals provide a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points

**Contact:** Mr C Courtney

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# Cambridge Technical Diploma in Health & Social Care

## Level 3 Qualification

Level 3 Cambridge Technicals are vocational qualifications that provide a high-quality alternative to A Levels, attract UCAS points and are accepted by many universities.

The Level 3 Technical Diploma is equivalent to 2 A-Levels and made up of a wide range of centre assessed as well as externally examined units and will complement a Key Stage 5 study programme alongside other vocational qualifications and/or A Levels.

The Level 3 Technical in Health and Social Care has been designed in collaboration with experts spanning the breadth of the sector and focuses on the skills, knowledge and understanding that today's universities and sector employers demand. This course will allow students practical application of their skills and knowledge in preparation for further study or the workplace. Students will develop professional and personal skills through interaction with individuals whilst on work placements as well as theoretical knowledge and understanding to underpin their skills. This will allow them to offer specific, person-centred care and support and build positive relationships with the people they are working with, so that their needs and requirements are met whilst they maintain control of their own care and support. Students will consider the real impacts to people living with conditions or illnesses not just the signs, symptoms and treatment of faceless conditions or illnesses. Students will also learn about legislation and guidance supporting health and social care, so that they can ensure the people they are working with are not only able to access all the care and support they are entitled to, but are also able to protect themselves from any harm or abuse whilst undergoing care or providing services.

### Subject Content & Assessment

The Level 3 Cambridge Technical Diploma is made up of 12 units, 5 of which are externally assessed. 7 out of the 12 units are also mandatory.

The **mandatory units** are:

- Building Positive Relationships in HSC (internally assessed)
- Equality, Diversity & Rights (external exam)
- Health, Safety & Security (external exam)
- Anatomy & Physiology (external exam)
- Infection Control (internally assessed)
- Personalisation & a person-centred approach (external exam)
- Safeguarding (external exam)

### Work Experience

Students undertaking the Level 3 Cambridge Technical will be offered the opportunity to go on work experience which will be integrated into the course structure during the 2 years. Although no longer mandatory, work placements are a useful aspect of vocational courses and one that students often benefit from. Students on work experience will be visited by academy staff; in cases where visits are not possible a telephone call will be made by staff.

All internal assessment is criterion referenced and coursework assignment tasks may include research based tasks, practical demonstrations, essays, reports and presentations. In addition to the formal examinations, coursework assignments will be on-going throughout the two years and therefore, sustained effort and organization is crucial right from the start and for the duration of the course.

### Learning Methods

Cambridge Technicals give students the opportunity in each unit to achieve a Pass, Merit or Distinction level. Students will have opportunities for paired and group work within lessons but **MUST** complete coursework assignments individually. They will also experience application of theoretical aspects of the course through practical demonstrations and work experience placements.

### **Entry Requirements**

- A minimum of a grade 4 GCSE in English.
- A further four grade 4's at GCSE and/or the minimum of a Merit grade in Health & Social Care Level 2 gained by working consistently well at Merit level or above throughout the duration of the course.
- GCSE grade 4 in science is desirable but not essential.
- Related work experience would also be useful.

### **Progression**

Students go into careers such as nursing & midwifery, medical science and investigations, paramedics and other professions allied to medicine such as physiotherapy, radiography and occupational therapy as well as careers in primary school teaching, nursery work and various

positions within social work, counselling and the social care sector.

Cambridge Level 3 Technicals are valued by employers and higher education institutions such as universities and colleges.

If you want to go to university, you can take a degree or NVQ's in subjects such as Nursing, Managing Health & Care Services, Social Policy or Health Studies and Human Sciences.

If you want to get a job straightaway, you could work in hospitals, health care centers and care homes or, alternatively, you can gain a place on relevant apprenticeship of your choice.

**Contact:** Ms B Trivedi

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# Cambridge Technical in ICT Level 3 Qualification

# OCR

This qualification offers specialist pathways in digital content for interactive media, and moving image and audio production.

You will apply your practical skills and knowledge in preparation for further study, Higher Education or the workplace.

The Cambridge Technical in ICT focuses on the skills, knowledge and understanding that today's universities and employers demand.

## Subject Content & Assessment

This course is worth the equivalent of 2 A Levels

### Year 12 Units

1. Fundamentals of IT (examined through an external written exam)
2. Global Information (examined through an external written exam)
3. Cyber Security (examined through an external written exam)

There will also be additional internally assessed units – through the use of a portfolio (these will depend on the pathway chosen by teachers in the year of study)

### Year 13 Units

**Six additional units from a selection of optional units (selection yet to be finalised)**

All of these units will be internally assessed through the use of portfolios.

## Learning Methods

This course will allow students to develop their skills further as an end user – a person who uses these skills to enhance personal productivity, facilitate communication or work collaboratively in a work role. In other units, students will be using IT for their own purposes.

## Entry Requirements

Students will need a Pass or above in the ECDL if you have undertaken the qualification. We will accept students who have a 4 grade or above in GCSE ICT or equivalent course. If you have not studied ICT at GCSE Level then you will need to meet the minimum requirements of 5 GCSEs at 4 or above, including English grade 4.

## Progression

Cambridge Technicals provide a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points

**Contact:** Mr C Courtney

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# OCR Level 3 Cambridge Technical Diploma in Sport & Physical Activity

Cambridge Technicals are vocational qualifications at Level 3 for students aged 16+. They're designed with the workplace in mind and provide a high-quality alternative to A Levels. This qualification aims to develop students' knowledge, understanding and skills of the essentials of Sport and Physical Activity. Students will 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.

Equivalent in size to two A Levels.  
11 units of which 8 are coursework based and 3 externally examined.

## Subject Content & Assessment

### Mandatory Content – 7 Units

- Body Systems and Effects of Physical Activity \*
- Sports Coaching and Activity Leadership
- Sports Organisation and Development\*
- Working Safely in Sport\*
- Organisation of Sports Events
- Physical Activity for Specific Groups
- Sports Injuries and Rehabilitation
- Practical Skills in Sport

### Optional Content – 3 Units

- Performance Analysis in Sport
- Health and Fitness Testing
- Sport and Exercise Psychology

### \* External Assessment – 3 Units

- Body Systems and Effects of Physical Activity \*
- Sports Organisation and Development\*
- Working Safely in Sport\*

## Learning Methods

Cambridge Technicals give students the opportunity in each unit to achieve Pass, Merit, or Distinction level. Students will be asked to complete short projects and assignments individually. The majority of their coursework will be completed on computers while preparation for exams will take place in classroom lessons. They will also experience learning theory aspects of the course through a practical environment when appropriate.

## Entry Requirements

Students will need to have at least one of the following:

- a Level 2 Vocational Certificate in Health & Fitness to a Merit level
- at least a grade 5 in GCSE PE

## Progression

OCR have worked with Sports Coach UK and a range of NGBs to ensure that students can progress into employment with the skills, knowledge and understanding for them to hit the ground running and speed up their progression within the coaching sector

**Contact:** Mrs K Carney

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This is a 100% exam course. The expectation is that, in the sixth form, students will complete the course in one year.

## Exam 1

20<sup>th</sup> century English Literature reading and creative prose writing

1 hour and 45 minutes  
40% of qualification

### Section A (20%) – Reading

Demonstrating an understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.

### Section B (20%) – Prose Writing

One creative writing task selected from a choice of four titles.

## Exam 2

19<sup>th</sup> and 21<sup>st</sup> century non-fiction reading and transactional/persuasive writing

2 hours  
60% of qualification

### Section A (30%) – Reading

Demonstrating an understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing – one from the 19th century, the other from the 21st century – assessed through a range of structured questions.

### Section B (30%) – Writing

Two compulsory transactional/persuasive writing tasks.

**Contact:** Dr M Fairbanks

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This course is designed for young people who have previously studied GCSE Mathematics and did not achieve a grade 4.

## **Subject Content & Assessment**

Edexcel linear GCSE Maths Foundation and Higher where a grade 4 can be achieved. The purpose of this course is to enable students to achieve a level 4 in Mathematics.

## **Learning Methods**

The rate of work is high, with the expectation that students will reinforce skills learnt during lessons at home. This will entail spending more time on homework than they spend in the classroom. The focus is on revision and exam style questions. This course covers the same material as the GCSE

Maths course studied in years 10 and 11 and is condensed to fit into two-and-a-half terms.

## **Entry Requirements**

All who require a grade 4 in maths to continue post 16 education.

## **Progression**

Grade 4 or above in Mathematics is often a requirement made by employers, Colleges and Universities

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