

SIXTH FORM  
*Courses Guide*  
*for entry in 2026*

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## The A-Level Pathway

We have recently introduced two BTEC Level 3 options within the A Level pathway. These will sit within our existing timetable blocking system, allowing boys to choose either a pathway consisting of four A-Levels in **the Lower Sixth**, or one that includes either one or two BTECs alongside A-Level choices.

### Assessment in the A-Level curriculum

All A-Level courses are a two-year linear course with an internal assessment at the end of the Lower Sixth and an externally assessed A-Level exam at the end of the Upper Sixth. There are no externally assessed exams in the Lower Sixth or modular subjects.

Coursework is limited to a small number of subjects – please see the individual subject listings for guidance.

Individual A-Level subjects are graded A\*, A, B, C, D, E and U

### Assessment in BTECs

BTEC Level 3 qualifications are modular. Some modules (typically around 50%) are formally examined; the rest are coursework projects, designed by teachers and internally assessed. This style of assessment may better suit some of our Bedford School boys who recognise that their strengths may lie in producing portfolios of evidence through such things as; written assignments, presentations, or practical demonstrations, as well as through an exam and set tasks.

BTECs are graded as Distinction\*, Distinction, Merit, Near Pass, Pass or U.

## The Enhanced Curriculum – The EPQ or BSIP

All Lower Sixth students begin with taught sessions focusing on project management, research, and academic writing skills before beginning independent research for either the BSIP (Bedford School Independent Project) or EPQ (Extended Project Qualification). The aim is to offer boys an opportunity to extend their learning beyond the syllabus and explore their wider academic interests while developing research and critical thinking skills. This is valuable in its own right, but there is also an opportunity for boys to demonstrate the qualities universities admire: a self-starting approach to research; a genuine academic curiosity; experience of finding and evaluating resources and good organisation and referencing skills.

All boys have a dedicated session each week which allows for a series of visiting speakers and workshops. Sessions cover a range of themes looking to broaden horizons, prepare for life beyond Bedford, or develop our approaches to learning. This also provides a dedicated time for us to come together on a weekly basis to celebrate successes and support one another.

## Academic Advice and Guidance

There is a wealth of specialist support and advice available to our boys. Whilst your son's Tutor and Housemaster are principle points of contact for all matters, a dedicated sixth form team provide key advice surrounding academic matters. The Deputy Head (Academic) and Assistant Head (Learning) are always available to offer advice and support, whilst we have two dedicated Academic Year Heads looking after the boys and ensuring a smooth transition in to, and then progression through, our Sixth Form. Our dedicated Learning Behaviours Coordinator, who is based in the library, works alongside boys there, offering further support and guidance during study periods.

## The Options Process

Boys are required to make a choice of their Sixth Form subjects by early February in the Spring Term of the Fifth Form. Options can be reviewed and amended subsequently, subject to availability. Whilst the school endeavours to ensure all boys' options from the published block system are possible, timetable and staffing constraints may make it necessary for some boys to have to change options subsequently. In instances where the number of boys opting for certain subjects is not sufficient to make providing that subject viable, the school reserves the right to remove subjects from the options.

## Careers Advice and Guidance

Careers advice at Bedford School is seamlessly integrated into both the curriculum and extra-curricular activities, ensuring that boys receive exceptional, tailored guidance as they transition from the Fifth Form to the Sixth Form. This holistic approach enables students to access high-quality professional experiences and expert advice, supporting them in making informed decisions about their future pathways. The School's commitment to outstanding careers education has been recognised with the prestigious Quality in Careers National Career Mark Gold Standard which is the highest national award for excellence in careers education, information, advice, and guidance (CEIAG) in schools and colleges.



Careers advice at Bedford School is delivered through a wide range of channels, including dedicated Citizenship Mornings, individual tutor guidance, departmental meetings, and Housemaster input. Every boy in the Fifth Form receives a one-to-one interview with a member of the Careers Department in the autumn term to ensure informed, personalised decision-making. Further careers information and guidance sessions are then offered to all boys in the Lower Sixth during the Autumn term, followed by continued support throughout their school career.

The development of key employability skills is tracked online via Unifrog, an integrated careers platform that allows boys to explore career interests and enables staff to monitor each student's engagement across school life. Additional careers information and resources are accessible through Pupil Link.

Our dedicated Careers Department provides tailored advice on subject choices, university and degree apprenticeship requirements, and a wide range of career pathways. The team includes Mrs. Mel Lincoln (Director of Careers and Higher Education), Mrs. Emily Fox-Johnson (Careers and UCAS Coordinator), and Mrs. Iona Straw (Degree Apprenticeship and International Applications Coordinator). Oxbridge applicants receive specialist support from Mrs. Emily Fox-Johnson and Dr. Shetal Arjan.

Appointments can be arranged by emailing [careers@bedfordschool.org.uk](mailto:careers@bedfordschool.org.uk).

Boys with a clear career goal are strongly encouraged to consult relevant academic staff to ensure their Sixth Form subject choices align with their ambitions. Those who are undecided are advised to select subjects they enjoy and excel in, keeping future options open.

The annual Old Bedfordian Careers Fair, organised by the OB Association, connects students with Bedford School's global network of over 9,000 alumni. The school also collaborates with external organisations such as UCAS, Unifrog, The University Guys, Study Options, and Springpod to provide comprehensive support for work experience, apprenticeships, and higher education applications.





Each year, a high percentage of Bedford School boys who apply through UCAS go to Russell Group and/or Times Top 30 universities, and a number of boys are successful securing degree apprenticeship positions with leading employers.

A valuable source of information regarding University Options, along with information about Sixth Form subject requirements for certain University courses, can be found by following this link: [www.informedchoices.ac.uk](http://www.informedchoices.ac.uk)

### **Work Experience**

Universities and employers increasingly ask boys to demonstrate evidence of relevant work experience to support and enhance applications. Work experience can be organised at any point during a boy's Fifth or Sixth Form career, and the time after a boy's GCSE exams is an excellent opportunity for him to gain work experience in a career field of interest. We strongly encourage all our boys to take full advantage of this time to arrange some work experience, using either family or business contacts, or via companies advertised work experience programmes, including virtual programmes, many of which are advertised on Pupil Link.

If, having tried these initial contacts, any boy still finding it difficult to arrange their own work experience placement, they may find placements with the help of the Careers Department. Boys who undertake work experience should utilise the Placements tool on Unifrog to log their placement and write a detailed reflection of their experience.

## Sixth Form Entrance Requirements (2026 Entry)

On entering the Sixth Form, boys will study four subjects in the Lower Sixth Year, with many reducing to three options in the Upper Sixth Year.

The school will give careful, clear and experienced advice on subject options for boys. Boys need to achieve at least a Grade 6 in their four chosen subjects for Sixth Form study. Some courses have additional entry requirements, as listed in the tables below.

If a boy were to miss this automatic qualification, we would wish to carefully discuss his qualifications with his family to try to find a set of subject options which would best suit his needs.

The school reserves the right not to offer Sixth Form courses to any boys whose behaviour and attitude has been unsatisfactory in previous years.

### Course Choices

Pupils must pick four choices for their Lower Sixth curriculum, choosing one subject from each block. They must meet the subject-specific entry requirements for each chosen course, as outlined in the table below.

Subject	Qualification	Grade requirements from GCSE	Can I study from scratch?
Art and Design	A-Level	6 in Art and Design	Yes*
Biology	A-Level	7 in GCSE Biology (Separate Science) or 8-7 in Double Award Science	
Business	A-Level	6 in Maths and English	Yes
Business: Enterprise and Entrepreneurship	BTEC (see below)	On discussion with the Deputy Head (Academic)	
Chemistry	A-Level	7 in GCSE Chemistry (Separate Science) or 8-7 in Double Award Science	
Classical Civilisation	A-Level	On discussion with Deputy Head (Academic)	
Computer Science	A-Level	7 (and 7 in Maths)	Yes*
Design & Technology	A-Level	7 (and 7 in Maths)	
Drama and Theatre Studies	A-Level	6 in Drama	Yes*
Economics	A-Level	6 in Maths and English	Yes
English Literature	A-Level	6 in English Literature	
English Language and Literature	A-Level	6 in English	
French	A-Level	6 in French	
Further Maths	A-Level	9 in Mathematics	
Geography	A-Level	6 in Geography	Yes*
German	A-Level	6 in German	
History	A-Level	6 in History	Yes*
Latin	A-Level	6 in Latin	
Maths	A-Level	8 in Mathematics	
Media Studies	A-Level	On discussion with Deputy Head (Academic)	Yes
Music	A-Level	6 in Music or equivalent musical experience	Yes*
Music Technology	A-Level	6 in Music or equivalent musical experience	Yes*

Physics	A-Level	7 in GCSE Physics and 7 in GCSE Maths or 8-7 in Double Award Physics and 7 in GCSE Maths	
Politics	A-Level	6 in a humanity	Yes
Psychology	A-Level	6 in a Science or 6-6 in Double Award Science and 6 in Maths	
Religious studies	A-Level	6 in Religious Studies	Yes*
Spanish	A-Level	6 in Spanish	
Sport and Exercise Science	BTEC (see below)	On discussion with the Deputy Head (Academic); 5 in Science (or 5-5 in Double Award Science)	Yes

1. For boys who have taken IGCSE English as a Second Language, a grade 6 is required for entry to the Sixth Form. Boys joining from outside the UK, who have not taken English Language or English Second Language, must demonstrate a B2 upper-intermediate level on their EAL admission test.
2. Boys whose first language is not English will usually be required to take additional EAL lessons to support them with academic English if the subject teacher judges this to be necessary for the student to cope with the requirements of his written work. The school can also provide tuition to students who wish to study for the IELTS (International English language Testing System) qualification, which is usually required for university entrance.
3. The Head Master and school reserve the right to make exceptions to these requirements in certain circumstances.
4. All subjects are guaranteed to be available as two-year courses. However, it cannot be guaranteed that the same number of sets per subject will be maintained over the two-year period; the fact that students can choose to give up a subject at the end of the Lower Sixth when following an A Level pathway means that the number of sets available needs to be reviewed at that stage. It is therefore possible that students will have different teachers in Lower and Upper Sixth. (Additionally, the nature of the timetable means that it is not possible to accommodate requests for students to be taught by particular members of staff.)

## The Curriculum Options

The provision of any subject is provisional depending on numbers opting for that subject.

The options available can change each academic year. The most up to date version will be published to boys and parents in the Spring Term of the Fifth Form prior to boys making their choices. After that point, the options available are likely to be amended, and subsequent requests to change options may not always be possible. Choices which do not fit into this block structure will be considered, but we cannot guarantee to be able to accommodate them.

The previous year's blocking system for A-Level can be found [here](#)

# A-Level Art & Design

Exam Board: OCR  
Syllabus Code: H601

## *Entry Requirement*

At least a grade 6 in Art. In certain circumstances, students will be accepted on to the course without GCSE Art.

## *Introduction*

A-Level Art at Bedford School provides an exciting opportunity for students to be able to develop their interests and talents in a well- resourced Art School. Staff are practising artists and the course makes use of their specialisms in painting, printmaking and sculpture. The studios are carefully equipped and they offer a stimulating creative environment to fully explore students' ideas in a traditional setting. The course is of special importance to those considering pursuing their artistic interests and passions further whether it is in Architecture, with a Foundation course or degree studies in Art, Design or Industrial Design. Visits to galleries and museums are seen as integral to the course with a European Study Tour usually arranged annually. Although this is not compulsory all students who have taken part have benefited enormously from the experience. Life Drawing classes take place every Wednesday between 4.30 and 6pm and there are at least three Gilbert Lloyd Art lectures each academic year which are given by eminent speakers. An artist led Masterclass also takes place on an annual basis. The expectations are that Sixth Formers attend life drawing, lectures and the Masterclass particularly if they are intending to apply for Foundation or Degree courses.

The course itself builds on the skills, knowledge and understanding acquired at GCSE. The emphasis for the course is on Fine Art, which incorporates specialisms in Drawing, Printmaking, Sculpture and Alternative Media although every attempt is made to realise students' ideas beyond these areas if so required. Having studied all areas in the Lower Sixth, students specialise in one area for the Upper Sixth course.

## *Syllabus Content*

### **Lower Sixth**

Boys will develop a sound grounding in the three specialist areas of painting, printmaking and sculpture to determine their strongest area. The emphasis during the year will be on encouraging experimentation and ambition while improving skills in preparation for the demands of the exam in the Upper Sixth. The course will conclude with a project in their strongest area.

### **Upper Sixth**

In preparation for the final, externally assessed A-Level exam, Upper Sixth boys work in one specialist area choosing between painting, printmaking and sculpture, as determined in the Lower Sixth. The Personal Investigation focuses on a project which is fully explored using a wide range of materials and ideas with references to artists who have also explored similar themes. The Investigation must also include a written related personal study of between 2000 and 3000 words which must have supporting visual studies. For the externally set task students select one starting point from an early release question paper which leads to a final piece produced in a timed exam (15 hours). Candidates need to achieve high marks in all units to achieve an A\* grade overall.

### ***Assessment***

All coursework and examination work at A-Level is internally marked using criteria set by the exam board and externally moderated.

The Personal Investigation (H601/01) accounts for 60% of the overall final grade, and the Externally Set Task (H601/02) accounts for 40%.

### ***Note***

It is possible to take both Art and D&T in the Sixth Form. However, it is also the case, and boys should be aware, that both subjects have high expectations with regards to coursework and regular attendance of after school opportunities is essential for this particular combination.

# A-Level Biology

Exam Board: AQA

Syllabus Code: 7402

## Entry Requirement

Boys wishing to study A-Level Biology should have achieved at least a grade 7 in IGCSE Biology or grade 87 in IGCSE Science (Double Award).

## Introduction

The A-Level Paper 1 assesses the content from Modules 1-4, Paper 2 assesses the content from Modules 5-8 and Paper 3 assesses the content from Modules 1 to 8 and includes a 25-mark essay. All three papers assess relevant practical skills. There is no coursework; practical skills are assessed via the Endorsed Practicals, which are pass / fail and contribute no marks to the exam total. The Field Trip at the start of year 2 is compulsory for all U6 A-Level students.

Ideally, A-Level Chemistry should be taken in tandem with Biology for those embarking on a biology related career. Physics, Mathematics, Further Mathematics and Geography also make excellent additional subjects. Most universities expect Medical and Veterinary Science students to have studied Biology and Chemistry with Mathematics and / or Physics. Typically, successful applicants for Medicine have more than six GCSE/IGCSEs at grade 8/9 (for students educated in the UK) with the remainder at grade 7 or higher.

## Syllabus Content

<b>Module 1:</b> Biological molecules	<b>Module 5:</b> Energy transfers in and between organisms
Module 2: Cells	<b>Module 6:</b> Organisms respond to changes in their internal and external environments
<b>Module 3:</b> Organisms exchange substances with their environment	<b>Module 7:</b> Genetics, populations, evolution and ecosystems
<b>Module 4:</b> Genetic information, variation and relationships between organisms	<b>Module 8:</b> The control of gene expression

# A-Level Business

Exam Board: Edexcel

Syllabus Code: 9BS0

## *Entry Requirement*

GCSE grade 6 English Language and Grade 6 Maths GCSE.

## *Introduction*

A-Level Business helps students to develop a critical understanding of organisations, the markets they serve and the process of adding value. It makes boys aware that business behaviour can be studied from the perspectives of a range of stakeholders. Boys will acquire a range of skills throughout the course including decision-making and problem-solving skills.

The Department aims to;

- Equip boys with a strong and intellectual understanding of the key areas of business studies.
- Understand how business studies relates to their lives and the lives of other stakeholders.
- Enable boys to critically analyse and evaluate the actions of businesses from start-up businesses to multinational corporations.
- Give boys a passion for the subject that is wider ranging than the specification requirements.

## *Syllabus Content*

Theme 1: Marketing and People. Students will develop an understanding of:

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

Theme 2: Managing business activities. Students will develop an understanding of:

- Raising finance
- Financial planning
- Managing finance
- Resource management

Theme 3: Business decisions and strategy. This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:

- Business objectives and strategy
- Business growth
- Decision making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

Theme 4: Global Business. This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies

### **Assessment**

Three exam papers:

- Paper 1: Marketing, people and global business (35% - Data response and essay)
- Paper 2: Business activities, decisions and strategy (35% - Data response and essay)
- Paper 3: Investigating business in a competitive environment (30% - Based on pre released material)

### **Note**

Whilst the school does permit boys to study both Economics and Business at A-Level, anyone considering this is advised that a minority of universities may not consider such a choice to demonstrate sufficient breadth of study (since the subjects are closely related). Boys thinking of making these subjects two of their choices should therefore check that any application to institutions they are likely to apply to after school will not be affected by their choice.

# A-Level Chemistry

Exam Board: OCR

Syllabus Code: H432

## Entry Requirement

Boys who wish to study A-Level Chemistry should have achieved at least a grade 7 in IGCSE Chemistry or grades 87 in IGCSE Science (Double Award).

## Introduction

The specification is divided into chemical topics, each containing different key concepts of Chemistry. Key features of a topic are developed, and everyday applications are considered. Chemistry is a very practical subject, and these skills are taught in an integrated approach to highlight the theoretical topics. The course has been developed with the Royal Society of Chemistry and is up to date with recent developments in this field of science and its impact on the wider society.

## Syllabus Content

### Module 1 – Development of Practical Skills in Chemistry

*Practical skills assessed in a written examination (1.1):* Practical skills are embedded throughout all modules in this specification. Learners will be required to develop a range of practical skills throughout the course in preparation for the written examinations.

### Module 2 – Foundations in Chemistry

*Atoms and reactions (2.1):* This section builds directly from GCSE Science, starting with basic atomic structure and isotopes. Important basic chemical skills are developed: writing chemical formulae, constructing equations and calculating chemical quantities using the concept of amount of substance. The role of acids, bases and salts in Chemistry is developed in the context of neutralisation reactions. Finally, redox reactions are studied within the context of oxidation number and electron transfer.

*Electrons, bonding and structure (2.2):* This section introduces the concept of atomic orbitals and develops a deeper understanding of electron configurations linked to the periodic table. The central role of electrons in ionic and covalent bonding is then studied. The important role of molecules is studied, including an explanation of polarity and intermolecular forces. Finally, this section looks at how bonding and structure contribute to properties of substances.

### Module 3 – Periodic Table and Energy

*The Periodic Table (3.1):* Periodic trends are first studied to extend the understanding of structure and bonding. Group properties are then studied using Group 2 and the halogens as typical metal and non-metal groups respectively, allowing an understanding of redox reactions to be developed further. Finally, this section looks at how unknown ionic compounds can be analysed and identified using simple test-tube tests

*Physical Chemistry (3.2):* This section introduces Physical Chemistry within the general theme of energy. Learners first study the importance of enthalpy changes, their uses and determination from experimental results including enthalpy cycles. This section then investigates the ways in which a change in conditions can affect the rate of a chemical reaction, in terms of activation energy, the Boltzmann distribution and catalysis. Reversible reactions are then studied, including the dynamic nature of chemical equilibrium and the influence of conditions upon the position of equilibrium. Finally, the integrated roles of enthalpy changes, rates, catalysts and equilibria are considered as a

way of increasing yield and reducing energy demand, improving the sustainability of industrial processes.

#### **Module 4 – Core Organic Chemistry**

*Basic Concepts and Hydrocarbons (4.1):* This section is fundamental to the study of Organic Chemistry. This section introduces the various types of structures used routinely in Organic Chemistry, nomenclature, and the important concepts of homologous series, functional groups, isomerism and reaction mechanisms using curly arrows. The initial ideas are then developed within the context of the hydrocarbons: alkanes and alkenes.

*Alcohols, haloalkanes and analysis (4.2):* This section introduces two further functional groups: alcohols and haloalkanes and considers the importance of polarity and bond enthalpy to organic reactions. Throughout this section, there are many opportunities for developing organic practical skills, including preparation and purification of organic liquids. Finally, the important techniques of infrared spectroscopy and mass spectrometry are used to illustrate instrumental analysis as a valuable tool for identifying organic compounds.

#### **Module 5 – Physical Chemistry and Transition Elements**

*Rates, equilibrium and pH (5.1):* The largely qualitative treatment of reaction rates and equilibria encountered in Module 3 is developed within a quantitative and graphical context. This section also allows learners to develop practical quantitative techniques involved in the determination of reaction rates and pH. There are many opportunities for developing mathematical skills, including use of logarithms and exponents, when studying the content of this section and when carrying out quantitative practical work.

*Energy (5.2):* Born–Haber cycles are used as a theoretical model to illustrate the energy changes associated with ionic bonding. Entropy and free energy are then introduced as concepts used to predict quantitatively the feasibility of chemical change. Redox chemistry permeates chemistry and the introductory work in Module 2 is developed further within this section, including use of volumetric analysis for redox titrations and an introduction of electrochemistry in the context of electrode potentials.

*Transition elements (5.3):* This section provides learners with a deeper knowledge and understanding of the periodic table within the context of the transition elements. This section includes the role of ligands in complex ions, stereochemistry, precipitation, ligand substitution and redox reactions. The colour changes and observations in these reactions increase the toolkit of qualitative inorganic tests for identifying unknown ionic compounds.

#### **Module 6 – Organic Chemistry and Analysis**

*Aromatic compounds, carbonyls and acids (6.1):* This section extends the range of functional groups encountered in Module 4. Aromatic compounds are first introduced, including the central role of delocalisation within the chemistry of arenes and phenols. Directing groups are also introduced, including their importance to organic synthesis. The important carbonyl compounds, aldehydes and ketones, are then studied. Finally, carboxylic acids and their related functional groups, acyl chlorides and esters, are studied. The importance of acyl chlorides in organic synthesis is emphasised.

*Nitrogen compounds, polymers and synthesis (6.2):* This section focuses on organic nitrogen compounds, including amines, amides and amino acids. Chirality and optical isomerism is also introduced. Condensation polymerisation is also introduced and compared with addition polymerisation. The importance of carbon–carbon bond formation in organic synthesis is stressed. Learners are also able to consider multi-stage synthetic routes towards an organic product. This module allows learners many opportunities to further develop their organic practical skills, especially in preparing and purifying organic solids, including recrystallisation and determination of melting points.

*Analysis (6.3):* This section develops and complements the spectroscopic areas of organic chemistry

previously encountered (see Module 4: Core organic chemistry; 4.2.4 Analytical techniques). This section demonstrates how analytical techniques introduced in Module 4 (infrared spectroscopy, mass spectrometry and elemental analysis) may be used in combination with NMR spectroscopy to provide evidence of structural features in molecules. The instrumentation methods of analysis studied during the A-Level course provide learners with an important base of knowledge, understanding and awareness for further study in Higher Education and in many areas of employment in the broad scientific field. This section also looks at how unknown organic functional groups can be analysed and identified using simple test-tube tests.

### *Assessment*

The A-Level assessment is as follows:

#### Periodic table, elements and Physical Chemistry (Component 01)

This component is worth 100 marks and is split into two sections and assesses content from teaching modules **1, 2, 3 and 5**. Learners answer all questions.

Section A contains multiple choice questions. This section of the paper is worth 15 marks.

Section B includes short answer question styles (structured questions, problem solving, calculations, practical) and extended response questions. This section of the paper is worth 85 marks.

#### Synthesis and Analytical Techniques (Component 02)

This component is worth 100 marks and is split into two sections and assesses content from teaching modules **1, 2, 4 and 6**. Learners answer all questions.

Section A contains multiple choice questions. This section of the paper is worth 15 marks.

Section B includes short answer question styles (structured questions, problem solving, calculations, practical) and extended response questions. This section of the paper is worth 85 marks.

#### Unified Chemistry (Component 03)

This component assesses content from across all teaching modules **1 to 6**. Learners answer all questions. This component is worth 70 marks.

Question styles include short answer (structured questions, problem solving, calculations, practical) and extended response questions.

#### Practical endorsement in Chemistry (Component 04)

Performance in this component is reported separately to the performance in the A-Level as measured through externally assessed components 01 to 03. This non exam assessment component rewards the development of practical competency for chemistry and is teacher assessed. Learners complete a minimum of 12 assessed practical activities covering the technical skills (together with the use of apparatus and practical techniques). Teachers who award a pass to their learners need to be confident that the learner consistently and routinely exhibits the competencies before completion of the A-Level course.

# A-Level Classical Civilisation

Exam Board: OCR  
Syllabus Code: H408

## **Entry Requirement**

The Advanced Level course in Classical Civilisation presupposes no previous knowledge of Classical languages or Civilisation.

It is therefore open to *any* Sixth Form student, although a good GCSE grade in English, History, Latin or Classical Civilisation would be an advantage. All literary sources are studied in translation in English.

## **Syllabus Content**

### **Component 1: The World of the Hero (H408/11) [40% of total A Level]**

#### **Homer's *Iliad*:**

With a focus on the religious, cultural and social values in the Heroic Age, pupils will undertake a critical study of Homer as one of the most important works of Western European literature and the foundation of Greek culture. Pupils will be required to analyse themes such as the heroic code; guest-friendship, and the nature of societies as portrayed by Homer.

#### **Virgil's *Aeneid*:**

Boys will also read sections of Virgil's epic poem the *Aeneid*, comparing it with Homer's work. Drawing inspiration from Homer, Virgil explored what it meant to be a hero in the Roman world. Pupils will be required to analyse and appreciate the themes and significance of this influential poem: role of fate and the gods; relationships between mortals and immortals, men and women, fathers and sons.

### **Component 2: Culture and the Arts (H408/21) [30% of total A Level]**

#### **Greek Theatre:**

The drama produced in the ancient Greek theatre forms some of the most powerful literature of the ancient world. Pupils will undertake a critical study of two Greek tragic plays and one comic play within their religious, political and social context. Pupils will need to demonstrate their knowledge and understanding of the plot, characterisation, conventions of tragedy and comedy, and dramatic techniques.

### **Component 3: Beliefs and Ideas (H408/33) [30% of total A Level]**

#### **Politics of the Late Republic:**

Students set out to gain a deep understanding of one of the most intriguing, complex, and politically significant periods of Roman history, giving them the tools to unpack ancient history, and explain the political thought that lay behind it. From the rise of powerful individuals like Pompey the Great and Julius Caesar, to the endemic violence that plagued Rome in the late republic, this module offers an exciting and thought-provoking look at the political workings of a society that was both sophisticated and prone to bloodshed.

## **Assessment**

Assessment is examination-based.

# A-Level Computer Science

Exam Board: AQA

Syllabus Code: 7517

## *Entry Requirement*

Students should have at least a grade 7 in Mathematics GCSE and grade 7 in Computer Science.

## *Relevant to the classroom and the real world*

Advances in computing are transforming the way we work, and the Computer Science specification is designed to reflect this. The specification focuses on the knowledge, understanding and skills students need to progress to higher education or thrive in the workplace.

Students will move from the Python programming language at GCSE to C# at A-Level. The course is split between two teachers and the students will spend the start of the course understanding the principles of computation in C# with one teacher and the theory elements with the other.

During the course students will also work in the low-level language assembly code and understand the stored program concept. Those who continue into the U6th will extend their knowledge of programming and problem solving and will further study database systems in depth using SQL and functional programming (Haskell). The Computer Science Department has its own well-resourced rooms. Boys may use their own laptops if they choose, using our screens as a second monitor as required. Boys are strongly encouraged and supported to take part in national and international programming and cyber security competitions. Sixth Form boys also run a Unity / VR club for younger students. All software needed specifically for the course is free for educational purposes.

## *Subject Content*

All 14 subject areas listed are covered for A-Level.

1. Fundamentals of programming
2. Fundamentals of data structures
3. Fundamentals of algorithms
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation and architecture
8. Consequences of uses of computing
9. Fundamentals of communication and networking
10. Fundamentals of databases
11. Big Data
12. Fundamentals of functional programming
13. Systematic approach to problem solving
14. Non-exam assessment - the computing practical project

## *Assessment*

### *Paper 1 – 40%*

This paper tests a student's ability to program, as well as their theoretical knowledge of computer science from subject content 1- 4 above. It is assessed by an on-screen exam lasting 2 hours and 30 minutes. Students answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document.

**Paper 2 – 40%**

This paper tests a student's ability to answer questions from subject content 5-12 above. It is assessed by a written exam lasting 2 hours and 30 minutes. Students answer a series of short and extended answer questions.

**Non-exam Assessment – 20%**

Additionally, there is a non-exam assessment which assesses a student's ability to use the knowledge and skills gained through the course to solve a practical problem.

# A-Level Design & Technology

Exam Board: AQA

Syllabus Code: 7552

## *Entry Requirement*

Boys must have studied GCSE Design & Technology and achieved a minimum of a grade 7 in both GCSE DT and Maths.

## *Introduction*

A-Level boys are encouraged to take a broad view of design and technology, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing.

The course continues to provide boys with the opportunity to solve a problem, design and make a product. Boys are encouraged to develop their own thoughts and ideas about design. Central to the ethos of the department are Dieter Rams' 10 Principles of Good Design which are used to develop critical thinking of boys' own work and that of others.

## *Syllabus Content*

The syllabus content is divided into two sections:

**Technical principles:** Students are expected to be able to name specific materials for a wide range of applications. They must also be able to provide detailed and justified explanations of why specific materials and combinations of materials are suitable for given applications.

**Designing and making principles:** Students should be aware of, and able to explain, different approaches to user centred design. That in approaching a design challenge there is not a single process, but that good design always addresses many issues.

## *Coursework*

Coursework is a large component of the subject. All boys are given the opportunity to tackle a design problem of their own choice, together with enough time to explore and develop an effective solution to that problem. The range of projects are wide ranging and include architecture, environmental, furniture, product and transport design.

Boys are encouraged to tackle projects that support their choice of university course/career and to work with a client.

Coursework is assessed against the following areas:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Development of design proposal
- Development of design prototype(s)
- Analysing and evaluating
- 

## *Assessment*

50% coursework and 50% examination

**Note**

It is possible to take both Art and D&T in the Sixth Form. However, it is also the case, and boys should be aware, that both subjects have high expectations with regards to coursework and regular attendance of after school opportunities is essential for this particular combination.

# A-Level Drama & Theatre Studies

Exam Board: AQA

Syllabus Code: 7262

## *Entry Requirement*

At least a grade 6 in English Literature GCSE and Drama GCSE if taken.

## *Introduction*

A-Level Drama & Theatre Studies investigates Theatre and performance - its practice, history, and meaning. It fosters a spirit of inquiry by providing students with the tools for critical and inventive thinking. This course offers students the opportunity to explore drama as a practical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students can pursue their interests and develop their skills in various aspects of practical drama including performer, director, lighting designer and set designer. However, the requirements of the specification, with its 40% weighting for the written paper, also provides sufficient academic rigour to the course that students may use their A-Level to gain entry for courses in Higher Education, in subjects spanning the arts and sciences. The specification offers students the freedom to choose both the content and the nature of their practical performances. Candidates perform three extracts from different plays to illustrate their understanding of the work of an influential director, designer, theatre company or practitioner. Candidates will also create a piece of devised drama which must be influenced by the work and methodologies of one practitioner. There will be a theatre trip (this is a chargeable trip).

## *Syllabus Content*

This qualification is linear. The subject content for A-Level Drama and Theatre is divided into three components:

- Drama and theatre
- Creating original drama
- Making theatre

Guidance is also provided on the theatrical skills students will need to work on. In the practical components students may specialise in performing, lighting, set, and/or directing.

## *Assessment*

### **Component 1: Drama and theatre**

#### **What is assessed?**

- Knowledge and understanding of drama and theatre
- Study of two set plays
- Analysis and evaluation of the work of live theatre makers

### **How is it assessed?**

- Written exam: 3 hours
- Open book
- 80 marks
- 40% of A-Level

### **Questions**

- Section A: one question (from a choice) on one of the set plays from List A
- (25 marks)
- Section B: one two-part question on a given extract from one of the set plays from List B
- (25 marks)
- Section C: one question on the work of theatre makers in a single live theatre production
- (30 marks)

### **Component 2: Creating original drama (practical)**

#### **What is assessed?**

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer, designer or director)

Devised piece must be influenced by the work and methodologies of one prescribed practitioner

#### **How is it assessed?**

- Working notebook (40 marks)
- Devised performance (20 marks)
- 60 marks in total
- 30% of A-Level

This component is marked by teachers and moderated by AQA.

### **Component 3: Making theatre (practical)**

#### **What is assessed?**

- Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play
- Methodology of a prescribed practitioner must be applied to Extract 3
- Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director)
- Reflective report analysing and evaluating theatrical interpretation of all three extracts

#### **How is it assessed?**

- Performance of Extract 3 (40 marks)
- Reflective report (20 marks)
- 60 marks in total
- 30% of A-Level

This component is marked by AQA.

# A-Level Economics

Exam Board: Edexcel

Syllabus Code: 9ECO

## *Entry Requirement*

GCSE grade 6 English Language and Grade 6 Maths GCSE.

## *Introduction*

With the growing general interest in Economics in today's society, there has never been a better time to study the subject. The A-Level Economics course give boys an excellent understanding of the key economic content that will help them to analyse and evaluate these issues independently.

The Department aims:

- To equip boys with a strong and intellectual understanding of core economics topics, themes and theories.
- To capture the boys' interest in the subject of economics, making them aware of the subjects wide ranging application to the real world and their own lives.
- To develop the boys' analytical, evaluative and mathematical skills when applying their economics knowledge to these real-world events.

## *Syllabus Content*

The subject content is split into four themes. Theme 1 is an introduction to markets and market failure, theme 2 relates to the UK economy and its performance and policies. Theme 3 revolves around Business behaviour and the labour market, with Them 4 offering a global perspective.

Theme 1 focuses on microeconomic concepts. Students will develop an understanding of:

- nature of economics
- how markets work
- market failure
- government intervention

Theme 2 focuses on macroeconomic concepts. Students will develop an understanding of:

- Measures of economic performance
- Aggregate demand
- Aggregate supply
- National income
- Economic growth macroeconomic objectives and policy

Theme 3 develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of:

- Business growth
- Business objectives
- Revenues, costs and profits
- Market structures
- Labour market
- Government intervention
-

Theme 4 develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:

- International economics
- Poverty and inequality
- Emerging and developing economies
- The financial sector
- Role of the state in the macroeconomy

### ***Assessment***

Three papers of which Paper 1 (Themes 1 and 3) and Paper 2 (Themes 2 and 4) are 35% each of the qualification and Paper 3 (all Themes) which is 30%

# A-Level English Language & Literature

Exam Board: Edexcel

Syllabus Code: 9ELO

## Entry Requirement

Students wishing to study English Language and Literature at A Level should demonstrate a strong command of written and analytical English. A minimum of a grade 6 in IGCSE English Language and a grade 6 in IGCSE English Literature is required, although a grade 7 in either is preferable. Students should be confident readers and writers, with an enthusiasm for exploring how language shapes meaning in both literary and non-literary texts.

## Introduction

This course invites students to explore the rich and varied ways in which language is used to express ideas, shape narratives and construct identities. It is built on the premise that language and literature are deeply intertwined, and that the study of both offers profound insights into human experience. Through close analysis and creative engagement, students will examine how writers and speakers use language to influence, entertain and provoke. The course encourages independent thought, critical reflection, and imaginative writing, fostering a lifelong appreciation of the power and beauty of English.

## Course Philosophy

At its heart, English Language and Literature is a study of voices - those of authors, speakers, characters, and readers. It is concerned with how meaning is constructed and communicated, and how texts reflect and shape the societies in which they are produced. Students will engage with a wide range of texts, from canonical literature to contemporary digital media, and will be encouraged to consider the contexts, purposes, and audiences that inform them. The course values both analytical rigour and creative expression and aims to develop students' ability to write with precision, flair and insight.

## Syllabus Content

The A Level is divided into three components, each designed to develop different aspects of literary and linguistic study:

### Component 1: Voices in Speech and Writing

This component focuses on the ways in which voices are presented in a wide range of texts. Students study *Voices in Speech and Writing: An Anthology*, which includes examples of non-literary and digital texts drawn from the 20th and 21st centuries: interviews, memoirs, political speeches, travelogues, blogs, screenplays, and more.

Alongside this, students study one drama text chosen from a diverse list, including *All My Sons* by Arthur Miller, *A Streetcar Named Desire* by Tennessee Williams, *Elmina's Kitchen* by Kwame Kwei-Armah, *Equus* by Peter Shaffer, *The History Boys* by Alan Bennett, *Top Girls* by Caryl Churchill or *Translations* by Brian Friel

The combination of real-world voices and dramatic performance highlights the richness of spoken and written language. Students learn to analyse the connections between texts that span genres and generations.

## Component 2: Varieties in Language and Literature

Here students engage with one thematic area (Society and the Individual, Love and Loss, Encounters, or Crossing Boundaries) that connects literary and non-fiction texts. Each theme pairs a prose fiction anchor text with another literary text (poetry, drama or prose), alongside a wide range of non-fiction extracts. Examples of anchor texts include:

- ***The Great Gatsby* – F. Scott Fitzgerald**
- ***Great Expectations* – Charles Dickens**
- ***Tess of the d'Urbervilles* – Thomas Hardy**
- ***A Single Man* – Christopher Isherwood**
- ***Wuthering Heights* – Emily Brontë**
- ***A Room with a View* – E. M. Forster**
- ***Wide Sargasso Sea* – Jean Rhys**
- ***Dracula* – Bram Stoker**

The complementary works of poetry or drama, such as Chaucer's *Wife of Bath's Tale*, Philip Larkin's *Whitsun Weddings*, Sylvia Plath's *Selected Poems*, or Shakespeare's *Othello* and *Much Ado About Nothing*, enable students to examine how different writers render universal themes - love, power, identity, conflict - across genres and centuries.

## Component 3: Investigating and Creating Texts

The Non-Examination Assessment (NEA) is an opportunity for students to pursue a project that reflects their personal interests. This component is a rare chance for A Level students to experiment with voice and genre, and to write as both critic and creator.

Students select a topic area (for example, journeys, war and conflict, belief and superstition, or entrapment) and study two texts, one fiction, one non-fiction, that relate to it. From these, they craft two pieces of original writing: one creative fiction (such as a short story, a scene from a play, a monologue) and one piece of creative non-fiction (a travel article, a memoir extract, a piece of investigative journalism).

They then produce an analytical commentary in which they reflect on the process of writing, the influence of their studied texts, and the ways in which their work has been shaped by their wider reading.

## Overview of Assessment

The qualification is linear, with all external assessments taken at the end of the course:

### Component 1: Voices in Speech and Writing (40%)

Duration: 2 hours 30 minutes

- Section A: Comparative essay on an unseen extract and an anthology text
- Section B: Extract-based essay on chosen drama text

### Component 2: Varieties in Language and Literature (40%)

Duration: 2 hours 30 minutes

- Section A: Essay on unseen non-fiction extract linked to theme
- Section B: Comparative essay on anchor text and other theme text

**Component 3: Investigating and Creating Texts (20%)**

Internally assessed and externally moderated

- Two original writing pieces (one fiction and one non-fiction)
- One analytical commentary
- Total advisory word count: 2500–3250 words

# A-Level English Literature

Exam Board: Edexcel

Syllabus Code: 9ETO

## *Entry Requirement*

A minimum of a grade 6 in IGCSE English Language and a grade 6 in IGCSE English Literature is required, although a grade 7 in either is preferable.

## *Introduction*

The aim of the A-Level specification is to encourage boys to develop their interest in and enjoyment of literature and literary studies as they:

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

In addition, students will be required to show knowledge and understanding of:

- the functions and effects of structure, form and language in texts
- some of the ways in which individual texts are interpreted by different readers
- some of the ways in which texts relate to one another and the significance of cultural and contextual influences upon readers and writers.

Boys will be required to:

- read texts in a variety of ways and respond critically and creatively
- have a variety of strategies for reading, including for detail, overview and gist depending on the texts being studied and purposes for reading them
- explore comparisons and contrasts between texts, establishing links and relationships
- identify and consider how attitudes and values are expressed in texts
- draw on their understanding of different interpretations in responding to and evaluating texts
- communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts
- use literary critical concepts and terminology with understanding and discrimination
- make accurate reference to quotations from texts and sources.

## *Syllabus Content*

### **Component 1: Drama (external, 30% of qualification)**

Students will study aspects of the form of drama via two plays. The central focus of the drama study is the literary text. Students will need to explore the use of literary and dramatic devices and shaping of meanings in their chosen plays. Students study a tragedy or comedy drama by Shakespeare and another tragedy or comedy drama.

Teaching and wider reading should address the significance and influence of contextual factors and engage with different interpretations of the chosen Shakespeare play. Students' study of Shakespeare should be enhanced by engagement with critical writing.

### **Outline of Assessment**

- Written examination, lasting 2 hours.
- Open book – clean copies of the drama texts can be taken into the examination.

- Total of 70 marks available – 40 marks for Section A and 30 marks for Section B.
- Two sections: students answer one question from a choice of two on their studied text for both Section A and Section B.
- Section A – Shakespeare: one essay question, incorporating ideas from wider critical reading.
- Section B – Other drama: one essay question.

### **Texts Studied**

#### **Drama (Tragedy or Comedy) Tragedy**

William Shakespeare: *Antony and Cleopatra*, *Hamlet*, *King Lear*, *Othello*

Other drama texts drawn from the A-Level Text List

#### **Comedy**

William Shakespeare: *A Midsummer Night's Dream*, *Measure for Measure*, *The Taming of the Shrew*, *Twelfth Night*

Other drama texts drawn from the A-Level Text List

### **Component 2: Prose (external, 20% of qualification)**

Students will study aspects of prose via two thematically linked texts, at least one of which must be pre-1900. Literary study of both texts selected for this component should incorporate the links and connections between them, and the contexts in which they were written and received.

#### **Overview of assessment**

- Written examination, lasting 1 hour 15 minutes.
- Open book – clean copies of the prose texts can be taken into the examination.
- Total of 40 marks available.
- Students answer one comparative essay question from a choice of two on their studied texts.

### **Texts Studied**

These are taken from the exam board's themed list.

### **Component 3: Poetry (external, 30% of qualification)**

Students will develop depth of knowledge about poetic style by studying the work of a single named poet, or a specified selection of poetry from within a literary period or movement. Literary study of the chosen set poems should be enhanced by study of the links and connections between them and the contexts in which they were written and received. For the unseen study, students will need to apply their knowledge of poetic form, content and meaning in their response to an unseen poem written within their lifetime. Classroom study should extend students' understanding of the concerns and choices of modern-day poets.

#### **Overview of assessment**

- Written examination, lasting 2 hours.
- Open book – clean copies of the poetry texts can be taken into the examination.
- Total of 60 marks available – 20 marks for Section A and 40 marks for Section B.
- Two sections: students answer the question on the unseen poem and one question from a choice of two on their studied text.
- Section A – Unseen Poetry: one essay question on an unseen modern poem written post 2000 (AO1, AO2 assessed).
- Section B – Prescribed Poetry: one essay question (AO1, AO2, AO3, AO4 assessed).

### **Texts Studied**

The options available are vast and wide-ranging – from the Early Medieval through to Larkin.

### **Coursework (internal, 20% of qualification)**

Coursework will be assessed via two texts. There are no prescribed texts, but centres must select complete texts which may be drawn from poetry, drama, prose or literary non-fiction. Students must select different texts from those studied in Components 1, 2 and 3. The selected texts may be linked by theme, movement, author or period. Literary study of both texts should be enhanced by study of the links and connections between them, different interpretations and the contexts in which they were written and received.

### **Overview of assessment**

Students produce one assignment.

- one extended comparative essay referring to two texts
- advisory total word count is 2500- 3000 words

## Sixth Form EAL Pathways

At Bedford School, we value the diversity provided by our international students and offer a range of EAL support pathways to cater to a variety of English language support needs.

### *Intensive EAL*

This pathway is designed for pupils with a B1 intermediate level of English, as assessed during application and on arrival.

Pupils on this pathway will select 3 A-level or BTEC options with an intensive EAL programme taking the place of their fourth subject. The intensive course of 8 periods a week includes:

- **A focus on EAP (English for Academic Purposes) with the goal of acquiring a range of vocabulary and grammar to a B2 upper-intermediate level**
- **Development of reading skills through engagement with academic texts relevant to wider learning**
- **An academic writing programme to build skills in a variety of text types including essays, reports, research summaries, and projects**
- **Specific EAL support for independent research projects with the option to do an EPQ**
- **Preparation for the IELTS Academic examination, required by UK universities and also accepted by universities around the world as an entry requirement**

For most pupils, this pathway will last throughout their Lower 6<sup>th</sup> year or until they have demonstrated a B2 level.

### *Home Language + IELTS/EAL*

Many of our international pupils take the option of studying their first language at A-level and in recent years, we have had native speaker pupils take taught courses in Chinese and German as well as facilitating self-study programmes for other languages such as Russian.

Pupils with a B2 upper-intermediate level of English or higher may select this option which includes:

- **3 taught periods per week of their native language (or guided self-study) concentrating primarily on literature, research skills and advanced level vocabulary required for the analytical essays, the Independent Research Project and the speaking exam.**
- **3 taught periods per week in preparation for the IELTS Academic examination focusing on academic writing, applying reading and listening strategies to exam style questions and training for the speaking test.**
- **2 additional periods of EAP support, specific EAL support for EPQ candidates or independent study with a focus on academic language development**

This pathway will run during the Lower 6<sup>th</sup> year with home language A-level and the IELTS Academic examinations taking place in May/June.

### *Support EAL Pathway*

For students with a B2 upper-intermediate level, we also offer EAP support for 2 periods a week focusing on:

- **developing a range of academic vocabulary and grammar to a C1 advanced level**
- **An academic reading and writing programme to build research and study skills to support wider learning both in sixth form and beyond**
- **Specific EAL support for EPQ candidates**

This course takes place during the lower 6<sup>th</sup> year.

### *IELTS Fast-track*

At times, pupils with C1 advanced or even fully fluent English skills may be required to take IELTS Academic for UK university entry. This occurs if they have studied outside the UK before joining Bedford School or do not have GCSE/IGCSE English Language at Grade 6 or above. We also regularly have pupils who decide to take IELTS even when it is not required to show commitment to their language development during their sixth form studies.

In these cases, we offer a fast-track IELTS Academic programme. This runs for two periods a week and focuses on exam preparation and practice for the reading, writing, listening and speaking components. Depending on progress during the course, pupils may be registered for the exam in either February or June.

# BTEC Level 3 Enterprise and Entrepreneurship

## *Entry Requirement*

On discussion with the Deputy Head (Academic).

## *Introduction*

Studying enterprise and entrepreneurship will support students to be confident either when starting a business or when working innovatively with an organisation to support growth within it.

This modular course combines practical learning with subject and theory content. The course would suit those interested in a particular sector or industry who are not yet sure what job they would like to do.

Learners study enterprise and the mindset of entrepreneurs, exploring the risks, opportunities and constraints of starting an enterprise. They will gain skills relating to, and understanding of, how a marketing campaign is developed and how to manage money. They will develop an understanding of organisations trading for social purposes. The course provides exciting practical projects as well as the opportunity to both establish and take advantage of the school's industry links through the Old Boys' Association.

**The Extended Certificate (equivalent of 1 A Level)** is for learners who are interested in studying enterprise and entrepreneurship alongside A Levels, with a view to progressing to a wide range of higher education courses, not necessarily in enterprise-related subjects.

## *Syllabus Content*

Modules (Extended Certificate) include:

- Enterprise and entrepreneurs (internally assessed).
- Developing a marketing campaign (externally assessed).
- Personal and business finance (externally assessed).
- Social enterprise (internally assessed).

Those progressing to The Foundation Diploma will take two further modules, to include:

- Launch and run an enterprise (internally assessed).
- Enterprise and intrapreneurship in practice (internally assessed) and externally verified.

## *Modules – Further Information*

### **Enterprise and Entrepreneurs (90 GLH)**

In this unit, students will:

- explore the nature of enterprise
- investigate the motivations for entrepreneurship
- examine the opportunities and constraints for enterprises and entrepreneurs
- examine the entrepreneurial skills required to launch an enterprise.

### **Developing a Marketing Campaign (90 GLH)**

In this unit, students will gain an understanding of how a marketing campaign is developed and explore the different stages of the process that a business goes through when developing its campaign. They will develop their own campaign for a given product or service. They must examine marketing objectives for existing products and make recommendations, using market research data, about the type of marketing campaign a business should undertake.

### **Personal and Business Finance (120 GLH)**

The business finance aspects of the unit introduce students to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Planning tools, such as cash flow forecasts and break-even, will be prepared and analysed. Measuring the financial performance of a business will require students to prepare and analyse statements of comprehensive income and statements of financial position.

### **Social Enterprise (60 GLH)**

In this unit, students will:

- Investigate a range of social enterprises
- Explore the factors that contribute to the success or failure of social enterprises
- Plan, participate in and review a short social enterprise activity.

GLH = guided learning hours.

### ***Assessment***

Methods of external assessment may consist of an examination or a set task, in which learners take an assessment during a defined window and demonstrate understanding through completion of a vocational task. Internally assessed units take the form of assignments which are marked by teachers.

# A-Level Further Mathematics

Exam Board: Pearson Edexcel

Syllabus Code: 9FMO

## *Entry Requirement*

Students who really enjoy Mathematics and would welcome the opportunity to study complex algebra and new abstract topics, should consider taking Further Mathematics A-Level. Further Mathematics is a separate A-Level to Mathematics which extends the core topics and introduces new material normally encountered during the first year of a degree course. It is therefore a particularly demanding A-Level although many find it even more exciting and rewarding than single Mathematics. However, students should consider this option only if they obtained a grade 9 at GCSE. An interest in Mathematical processes, the ability to cope with abstract ideas, the determination to practise techniques and a sense of achievement when worthwhile results are achieved are all fundamental to the successful student of Further Mathematics.

A-Level Further Mathematics can only be taken in addition to A-Level Mathematics (Single Mathematics). Moreover, it is strongly advised the boys taking Mathematics and Further Mathematics at A-Level (in addition to two other A-Level subjects) should continue with all four subjects at A-Level in order to ensure they have suitable breath of study for entrance to any university course.

## *Introduction*

Further Mathematics is a course designed for the particularly able Mathematician. Students taking this course usually fit into one of three categories: those who want to study Mathematics at university, those who might be contemplating an Oxbridge course for which some Mathematics might be a requirement and those students who enjoy Mathematics and wish to be intellectually challenged.

The course is highly regarded by university admissions tutors of all disciplines. Students who have studied Further Mathematics will acquire skills and knowledge that can be applied in many fields. In addition to the acquisition of mathematical skills, students will develop their powers of reason and logic, and their communication skills. Because these skills are transferable, the worth of having studied Further Mathematics is universally recognised.

As well as being an excellent intellectual challenge for anyone, this course is invaluable for those who wish to study Mathematics, Engineering, Physical Science courses, Economics or Actuarial Science. Even the best universities have relatively few pupils with a good mathematical background applying to them and such pupils (particularly Further Mathematicians) tend to receive many attractive offers from universities and, later on, from employers. In recent years, many of the students taking Further Mathematics have gained Oxbridge places and anyone considering applying to a top university to study a subject with substantial mathematical content would be well advised to give serious thought to taking this option.

Students who wish to study mathematical subjects at some universities, notably Oxford, Cambridge and Warwick, may be required to sit extra examinations (OMAT, STEP or AEA). We provide support and tuition for such students.

## *Syllabus Outline*

This course has twice the amount of teaching time as Single Mathematics. The Further Mathematics A-Level course is a linear course, consisting of a further four 1.5-hour papers for the A-Level award.

The Mathematics studied falls into two categories – Pure Mathematics and Applied Mathematics (Statistics, Mechanics and Discrete).

## *Summary of Syllabus Content*

### **Core Further Pure Mathematics**

Proof; Complex numbers; Matrices; Further algebra and functions; Polar coordinates; Hyperbolic functions; Further calculus; Differential equations; Further Vectors.

### **Further Mechanics**

Centre of mass; Equilibrium of a rigid body; Projectile motion; Uniform motion in a circle; Coefficient of restitution and impulse; Energy, work and power. Equilibrium of rigid bodies in contact; Elastic strings and springs; Impulse and momentum in two dimensions; Motion in a vertical circle; Linear motion under a variable force; Simple harmonic motion. Relative motion; Centre of mass; Moment of inertia; Rotation of a rigid body; Stability and oscillations.

### **Further Statistics**

The Normal, Poisson and Binomial Distributions are studied along with the Distribution of the Sample Mean and Hypothesis Testing; Type I and type II errors and power of a test; Continuous random variables; Linear combinations of random variables; Confidence intervals and the t distribution; Difference of population means and proportions;  $\chi^2$  test.

### **Discrete Mathematics**

Algorithms; Graph Theory, Networks and network flow; Game theory; Linear Programming and Critical path analysis will be introduced.

## *Coursework*

There is no coursework element in any of the modules.

# A-Level Geography

Exam Board: AQA

Syllabus Code: 7037

## *Entry Requirement*

Candidates are expected to secure at least a grade 6 at GCSE Geography or the equivalent.

## *Introduction*

The course is taught on a linear program, being assessed at the end of two years. The A-Level looks to develop a core knowledge and understanding of certain Human, Physical and Environmental processes. It aims to give boys a sense of space, place, diversity and interaction and allows them to consider the crucial interaction between the Human and the Physical systems at a variety of scales.

The Geography A-Level will allow boys to answer structured, data response and extended answer questions in externally assessed written exams, this will be supported by a teacher-assessed independent investigation accounting for 20% of the final qualification. Boys are required to carry out four days of fieldwork over the two years, coupled with frequent investigative research; they do this by synthesizing information found in a range of sources both in printed text and increasingly online.

We believe this qualification encourages boys to reflect on the changing nature of the world in the twenty-first century and forces them to consider ways to influence the social, economic and environmental impacts of such changes.

## *Syllabus Content and Assessment*

### **Physical Geography**

This is assessed as a written exam, 2 hours 30 minutes in length and accounting for 40% of the final qualification, in which boys will be required to answer a selection of multiple choice, short answer and essay questions.

The Physical paper is made up of Core and Option topics:

- **Water and Carbon Cycles (CORE)** Focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. The topics are investigated through a systems approach, which invites boys to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider Geography and their central importance for human populations (30% of Paper 1).
- **Coastal Systems and Landscapes** Focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. The topics are investigated through a systems approach and student engagement fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats (30% of Paper 1).
- **Hazards** Focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, boys are able to engage with many dimensions of the relationships between people and the environments they occupy (40% of Paper 1).

## Human Geography

As with the Physical paper, this is a 2 hours 30 minutes exam accounting for 40% of the qualification, in which boys will be required to answer a selection of multiple choice, short answer and essay questions.

The Human paper is made up of Core and Option topics:

- **Global Systems and Global Governance (CORE)** Focuses on globalisation - the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Boys engage with important dimensions of increased interdependence and transformed relationships between peoples, states and environments; with particular emphasis on international trade and access to markets and the governance of the global commons (30% of Paper 2).
- **Changing Places (CORE)** Focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Boys acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, boys will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.(30% of Paper 2).
- **Population and the Environment** Explores the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for boys to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national and international communities (40% of Paper 2).

## Geographical Investigation

The geographical investigation is a 3000-4000-word written report accounting for 20% of the qualification. It will relate to one of the topics studied within the Human and Physical papers and is to be undertaken independently with the guidance of a member of the Geography department teaching staff.

Boys will undertake four days of fieldwork in both Human and Physical Geography during the A-Level course, studying a variety of environments in the local area and further afield within the UK. Currently this includes a half day study within Bedford as part of the changing places topic, a half day trip to Ickwell nature reserve as part of the water and carbon cycle topic and a 4-day residential trip to Nettlecombe, Exmoor, Somerset, a Field Studies Council Centre (this is a chargeable trip).

Fieldwork will form a significant element of the Geographical Investigation. Following group fieldwork, this requires students to work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates the required fieldwork knowledge, skills and understanding. The investigation requires students to undertake primary and secondary research, and the department is well equipped with computers and resources to allow this to happen.

## Geographical Skills

Geographical skills will be integral to all aspects of the course, allowing students to develop their observational and geospatial mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.

# A-Level History

Exam Board: Pearson Edexcel

Syllabus Code: 9HI01

## *Entry Requirement*

At least a grade 6 in IGCSE/GCSE History or English.

## *Introduction*

There is no doubt that History is a demanding subject, but when well-taught by enthusiastic, knowledgeable and inspirational teachers, the rewards are tremendous. The skills build on those learned at IGCSE. Pupils will emerge after two years with an understanding of the key historical events that have shaped the world in which they live. A-Level History allows pupils to study themes in-depth, making it an ideal basis for university study, and it includes a coursework unit in the Upper Sixth year which enables pupils to engage with individual research methods.

Pupils will be expected to read widely, research material independently and be able to write with increasing accuracy and fluency. The ability of argue will also be an advantage. The Department will, of course, aim to foster all these skills and has over recent years produced some extremely gifted historians who have gone on to study the subject at university.

## *The Lower Sixth Year*

In the Lower Sixth pupils will study two units which will be examined in the Upper Sixth Year.

The options are linked by the theme of communism, one of the most significant ideologies of the twentieth century. Communism directly affected the lives of millions of people who lived under communist rule, but it also had indirect effects on countless others around the world. Studying two different countries allows students to develop a greater understanding of the nature of communist rule and the similarities and contrasts between them.

Unit One is a breadth study with historical interpretations, Russia, 1917–91: from Lenin to Yeltsin. The topic areas include: how the Tsarist regime fell in February 1917; February to October 1917; holding onto and consolidating power, 1918-24; civil war; changing economic policies; creating the Soviet state; Russia under Stalin, the purges, collectivisation and industrialisation and the role of the cult of personality; why Russia survived the Second World War. Post Stalin, the paper will examine the social and economic developments which took place until the 1980s and then examine in depth the reasons behind the fall of communism in the USSR. Pupils will answer three questions in the examination, two essays and one interpretation question. The examination lasts two hours, 15 minutes.

Unit Two is a depth study, and students will study Mao's China, 1949–76. Topic areas include: the establishment of communist rule in 1947; the social and economic changes which took place to the 1960s, including the Great Leap Forward; the Cultural Revolution and its impact upon China; social and cultural changes across the period, including the mass campaigns, women's rights and thought reform; pupils will also look at the political developments to 1976. Pupils answer two questions in the examination, a source analysis question and one essay. The examination lasts one hour 30 minutes.

### *The Upper Sixth Year*

There are two further units in the Upper Sixth. One is a coursework unit (Unit Four). This will enable students to develop skills in the analysis and evaluation of interpretations of history as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. Students will be specifically required to analyse, explain and evaluate the interpretations of three historians based around a controversial historical issue. The coursework will be assessed using a centre-set assignment. The department will deliver a short introductory course on skills and then supervise students during the process of researching and writing their coursework. It is internally marked and externally moderated. Pupils are able to choose controversies from their three examination units.

The examination unit (Unit Three) will be on the topic of protest, agitation and parliamentary reform in Britain 1770-1928. The paper comprises Aspects in breadth which focus on long-term changes and contextualise the Aspects in depth, which focus in detail on key episodes in the period. The parliamentary reform topic will cover areas such as the background to the 1832 Reform Act, Chartism and the further reform acts of the 19th century, the struggle for female suffrage and the development of the trade union movement and the birth of the Labour Party. The examination lasts two hours 15 minutes and pupils answer three questions, one source question and two essays.

### *Why study the subject?*

Pupils will acquire both breadth and depth of historical knowledge and develop their skills of communicating this knowledge in a clear and effective manner. They will further their understanding of historical explanations and develop the ability to reach substantiated judgements. In particular, they will continue to advance their skills of handling and evaluating source material. These skills are much in demand in today's changing world and the choice of History is a gateway to a wide range of careers. In recent years many pupils have decided to study the subject at university or have used their A-Level in history to enter a law course, where the skills are interchangeable.

### *The Department*

The Department is staffed with highly qualified, experienced and committed teachers who are devoted to their subject. The Department is well stocked with books (it has its own library), and has all courses on Pupil Link, including revision materials and question guidance.

### *What pupils do next*

Many go on to study History, International Relations, Politics, Social and Political Science, Political Philosophy and Economics or Law at university. History is excellent preparation for legal studies as many of the skills overlap. History is highly respected by employers and higher education. A history degree enables you to develop your critical thinking skills, your ability to argue, your ability to organise your thoughts and write essays and to research information and present it either verbally, through presentations or in written form.

# A-Level Latin

**Exam Board:** OCR

**Syllabus Code:** H443

## *Entry Requirement*

The Advanced Level course in Latin builds on the knowledge, understanding and skills specified for the GCSE Latin course; it is expected that only students with a prior qualification in Latin (at least a 6 grade) will continue their studies in the Sixth Form. All four modules are sat at the end of the two-year course.

## *Introduction*

Students will be expected to acquire a deeper understanding of the linguistic structures of Latin; to read and make a personal response to a selection of Latin literature drawn from a wide range of literary genres; and to develop their skills of literary criticism and appreciation.

## *Syllabus Content*

### **Unit 01: Prose/Verse Unseen Paper (H443/01): [33% of total A Level]**

Pupils are required to demonstrate their knowledge and understanding of Latin language, grammar and vocabulary by translating unseen passages of Latin prose and verse into English. Current set authors are Livy (prose) and Ovid (verse).

### **Unit 02: Prose Comprehension (H443/02): [17% of total A Level]**

Pupils are required to demonstrate their knowledge and understanding of Latin language, grammar and vocabulary by answering comprehension questions on an unseen passage of Latin prose. The author set will not be the same author used in Unit 01 (Livy) or Unit 03 (Cicero).

### **Unit 03: Prose Literature (H443/03): [25% of total A Level]**

Pupils will develop the skills needed to show knowledge, understanding and appreciation of Latin prose texts within their literary, social and historical contexts. They will develop their understanding of Latin literary techniques and will produce personal responses to the texts. They will study a variety of authors and will have to show their understanding by answering comprehension and translation questions as well as writing an essay about the author's work.

### **Unit 04: Verse Literature (H443/04): [25% of total A Level]**

Pupils will develop the skills needed to show knowledge, understanding and appreciation of Latin verse texts within their literary, social and historical contexts. They will develop their understanding of Latin literary techniques and will produce personal responses to the texts. They will study the works of various poets and will have to show their understanding by answering comprehension and translation questions as well as writing an essay about the author's work.

## *Assessment*

Assessment is exam-based.

# A-Level Mathematics

Exam Board: Pearson Edexcel

Syllabus Code: 9MA0

## *Entry Requirement*

Entry for this course requires the ability and the desire to take the subject well beyond GCSE Level, even for AS Level Mathematics. Past experience has shown that, for a student to do well at A-Level, he ought to have gained a good grade 8 at GCSE and be thoroughly confident with algebraic techniques. Thus, a grade 8 for Mathematics GCSE/IGCSE is the minimum grade required in order to study this subject at A-Level. If at the moment you find that success in the subject is only achieved with difficulty and the algebra is an immense mystery, then you should think long and hard before committing yourself to the A-Level course.

## *Introduction*

There are three main reasons for taking Mathematics at Advanced Level. The first, and best, is that you have an interest in it, and wish to pursue your knowledge of it beyond GCSE. The second is that you need it as one of your A-Levels for a university course which you hope to study, or for a career which you hope to follow. The third is that you have done well at GCSE Mathematics, enjoy problem solving and feel confident about obtaining a good grade at A-Level.

Mathematics at A-Level is harder but more stimulating than Mathematics at GCSE. Students will be challenged and will need to be interested and determined to succeed. It will appeal particularly to those who enjoyed, and had a flair for, the more abstract topics of algebra and geometry. Learning and hard work cannot be avoided at A-Level and it is important to start straight away at the beginning of the Lower Sixth. In Mathematics the main emphasis is on learning techniques and skills, understanding concepts and applying these to solving problems.

Mathematics at A-Level is highly regarded by University admissions tutors of all disciplines and, as such, is a useful subject to study, either as part of a science-based set of subjects or to broaden an arts or humanities course of study. Students who have studied Mathematics will acquire skills and knowledge that can be applied in many fields. In addition to the acquisition of mathematical skills, students will develop their powers of reason and logic, and their communication skills. Because these skills are transferable, the worth of having studied Mathematics is universally recognised.

You need Mathematics if you are considering a career in Physics or Engineering. It would also prove to be useful (and sometimes essential) if you intend to go on to do other science courses, banking, business studies or economics. Universities and employers value the academic training that Mathematics provides and areas such as Law or Computing consider the logical training provided by Mathematics as extremely helpful. If you are not sure, find out before choosing your A-Level courses.

## *Syllabus Outline*

The Mathematics A-Level course is a linear course, consisting of three 2 hour papers for the A-Level award. The Mathematics studied at A-Level falls into two categories – Pure Mathematics and Applied Mathematics (Statistics and Mechanics). Pure Mathematics is the study of abstract topics such as geometry, algebra, trigonometry, functions and calculus. Applied Mathematics relates the knowledge and skills learned in Pure Mathematics to real life situations in Mechanics and Statistics: Mechanics is the study of forces and moving objects; Statistics is the study of probability and the analysis of data.

### ***Summary of Syllabus Content***

#### **Pure Mathematics**

Indices and surds; Polynomials; Coordinate geometry and graphs; Trigonometry; Sequences and series; Algebra and functions; Numerical methods; Differentiation and integration; Differential equations; Vectors.

#### **Statistics**

Representation of data; Probability; Discrete random variables; Normal and Binomial Distribution along with hypothesis testing.

#### **Mechanics**

Forces as a vector; Equilibrium of a particle; Kinematics of motion in a straight line; Newton's Laws of Motion; Linear momentum.

#### **Calculators**

Boys are encouraged to obtain and use a graphical calculator (Casio FX-CG50) but this should be ordered through the School after consultation with the relevant members of staff.

### ***Coursework***

There is no coursework element.

### ***Assessment***

All boys will take the examinations in Pure Mathematics and Applied Mathematics in June of the Upper Sixth. This encourages students to work consistently throughout both years in the Sixth Form.

# A-Level Media Studies

Exam Board: Cambridge International

Syllabus Code: 9607

## *Introduction*

Media is a subject that students are using every day and that is a hugely motivating element in the classroom. The course helps to develop students' research, analytical skills and problem solving as well as their creativity. Students will also extend their practical skills in their chosen medium, building their capacity for independent research, and gaining a deeper appreciation and understanding of the role media plays in day-to-day life.

The Cambridge International A-Level Media Studies course is rare in the current qualification landscape in that it uses a non-linear assessment structure. Coursework accounts for 50% of the assessment in each year.

## *Syllabus Content*

### **Component 1: Foundation Portfolio (Coursework)**

The following set briefs offered are:

- Film opening task (video). Students work individually to produce the titles and opening of a new fiction film (2 mins).
- Magazine task (print). Students will work individually to produce a front cover, contents and double page spread of new magazines.
- Students will develop and be assessed on the following skills:
  - Filming making, web design (using industry standard Final Cut Pro X and Adobe Creative Cloud Package)
  - Independent research skills, time management and creativity
  - Use of digital technology, including the use of blogging software to present online coursework portfolio.

### **Assessment**

- 50 marks - Section A Media Texts (25 marks) Section B Media Contexts (25 marks) External Exam 2hrs.
- 25% of A-Level grade
- Internally assessed by teachers
- Externally moderated by Cambridge International

### **Component 2: Media Texts and Media Contexts (2 hrs. Examination)**

This unit focuses on key media concepts of Representation, Audience and Institution.

Section A: Textual analysis and representation. Students answer one question based on an unseen moving image extract, exploring how representation is created using camera, editing, sound and Mise-en-scene. (Worth 25 marks)

Section B: Institutions and audiences. Students answer one question from a choice of two, focusing on the relationship between media businesses and their consumers, based on a detailed case study of a specific media institution. (Worth 25 marks)

### **Assessment**

- 50 marks (Section A 25 marks and Section B 25 marks = Total 50 marks)
- 25% of A-Level grade
- Assessed externally by Cambridge examiners

### **Component 3: Advanced Portfolio Coursework**

Students work individually to produce one of the following from the set brief provided by Cambridge International

- Music promotion package
- Film promotion package
- Documentary package
- Short film package

Students will build on the skills developed at AS Level to complete a professional portfolio of work using a range of media technologies to produce an integrated marketing campaign using ONE of the set briefs from above. Each student will produce an individual blog to record their research, planning, independent learning and production skills. Students will also develop their critical thinking skills by reflecting production decisions, problem solving and time management throughout their practical production process.

### **Assessment**

- 50 marks (Production Skills, Key Concepts, and Analysis and Evaluation of your own work)
- 25% of A-Level grade
- Internally assessed by teachers
- Moderated externally by Cambridge International

### **Component 4: Critical Perspectives (2 hrs. Examination)**

This unit focuses on critical reflection and contemporary media debates. There are two sections to this paper:

**Section A: Media Debates** - Students will research a range of critical debates such as Postmodern Media and Power and the Media which they will apply to contemporary media texts.

**Section B: Media Ecology** - Students will research the complex environments within which media texts, producers, distributors, technologies and audiences exist. It is a way of conceiving the structure of these environments, their content, and impact on people.

### **Assessment**

- 50 marks (Section A 25 marks and Section B 25 marks = Total 50 marks)
- 25% of A-Level grade
- Assessed externally by Cambridge examiners

# A-Level Modern Languages

Exam Board:	Pearson (Edexcel)	
Syllabus Codes:	French	9FRO
	German	9GN0
	Spanish	9SPO
	Chinese	9CNO

## *Entry Requirement*

To succeed at this level in a modern language, students should at least be of IGCSE grade 6 standard. The transition between IGCSE and Sixth Form will be smoother for those students who achieved a grade 7 and above.

## *Introduction*

The course encourages maximum use of the foreign language. Lessons are normally conducted in the foreign tongue. The course is designed to enable you to develop and build on the skills acquired at IGCSE and to provide a much deeper insight into another culture and society. Choosing to study a language at this level, you will achieve practical language skills in a variety of contexts and registers. At the same time, the course will offer an intellectual challenge: we develop the skills of analysing and expressing ideas and arguments coherently and accurately in essays and projects.

There is an expectation that students choosing to study a language will take part in a visit abroad during the course of their study. This will help you experience the culture, and life of the country, and practice the language in an authentic situation. These visits will either take the form of exchanges or cultural/study tours. In addition, all students have a weekly conversation lesson with the native language assistant to boost their confidence in speaking.

Studying a language at A-Level will provide our students with a sound basis for further study and enhance their employment prospects. Beyond the language competency, you acquire transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility. The skills you pick up will open doors to further study and work opportunities. Language skills are highly sought after both by universities and employers and are a great asset in fields ranging from Arts to Law, from Business to Science, from History to Engineering. After the course, you might find yourself using foreign language sources for your university essays, giving presentations to international business partners or impressing friends with your intercultural knowledge and language skills on your travels. Previous students have studied abroad or gone on to take up language studies, international law and business degrees.

## *Syllabus Content*

The stimulating and varied course covers many societal topics from an international perspective, ranging from contemporary social issues to technology, from political and historical aspects of the countries to its artistic output. The course also encourages boys to appreciate and analyse literary works and films and we are happy to take into account boys' preferences when choosing these. Suitable works available on Edexcel's website.

The skills that boys develop will enable them to use the language spontaneously in a wide range of situations, to hold conversations and construct well-reasoned arguments in speaking and writing. The boys will carry out independent research into an interesting aspect of the language's home countries. This is the mainstay of the oral exam. Translations from English into the language studied and from the language into English also feature in the exam.

## *Assessment*

All assessment is exam-based:

- Listening, reading & translation (40%)
- Writing (30%)
- Oral (30%)

# A-Level Music

Exam Board: Edexcel

Syllabus Code: 9MU01

## *Entry Requirement*

At least a Grade 6 in Music GCSE or after successful submission of a portfolio of compositions. Boys must also play at least one instrument or sing and be having lessons in that instrument/voice or be competent in Music Technology. As a very rough guide, boys should be playing at grade 5 level or above when starting the course, although this depends on individual circumstances.

## *Introduction*

A-Level Music is intended for those who enjoy listening to and playing music of any style and want to pursue the subject in greater depth. The syllabus is wide-ranging and stimulating and there are numerous opportunities to focus on individual musical interests as well as covering core topics. The subject is, not surprisingly, treated in significantly greater depth than at GCSE. Skills are developed in a number of areas, among which are performing, original composition, stylistic composition (i.e. writing in the style of a particular composer), aural awareness and music theory. Analysis is at the heart of the course, and this is developed through the eighteen-set works, which are a snapshot of music history and encompass a very wide range of styles.

## *Syllabus Content*

### **Component 1 – Performing (30%)**

Boys must record a performance lasting a minimum of 8 minutes in one 'take'. It can be a solo or ensemble or use music technology and any style is acceptable.

Grade 7 level is 'standard'. If something more difficult is played, extra credit will be given; easier pieces are marked on a less generous scale.

### **Component 2 – Composing (30%)**

Two compositions must be completed for this Component:

- One composition must be chosen from a list of briefs that assess compositional technique (e.g. Bach Chorale writing, 2-part counterpoint or remix)
- The other composition can be chosen from a list of briefs that relate to the areas of study (see below) or can be a free composition

The duration of both pieces together must add up to at least 6 minutes.

### **Component 3 – Appraising (40%)**

For this section boys study the musical elements, context and musical language of 13 set works, which fall into the following areas of study:

- Vocal Music
- Instrumental music
- Music for Film
- Popular Music and Jazz
- Fusions
- New Directions

Wider listening is also required.

#### **Coursework**

All coursework must be completed in the Upper Sixth year.

Performing: must be recorded after 1 March of the Upper Sixth year.

Composing: compositions and technical studies are written under a mixture of controlled conditions and classwork/homework and are marked externally according to various criteria.

#### **Assessment**

Externally assessed: 100%

There are two sections to the final exam, which is a written paper of 2 hours:

##### **Section A – Areas of study and dictation**

- Three short-answer questions related to the set works
- One short melody dictation

Section B – Extended response Two essay questions:

- Essay 1 on an unprepared extract
- Essay 2 is a choice of 3 questions that ask students to evaluate the musical elements, language and context of one set work

# A-Level Music Technology

Exam Board: Pearson (Edexcel)

Syllabus Code: 9MTO

## *Entry Requirement*

At least a Grade 6 in Music GCSE or equivalent.

## *Introduction*

Music Technology A-Level is designed to encourage the use of technology as a tool to develop recording, composing, sequencing and listening skills. The syllabus provides a programme of study that will lead to the development of accomplished recordings and sequencing. You will develop listening and analysis skills through the study of a wide range of contemporary music. There is a significant emphasis on coursework and practical activities – 40% coursework. This prepares students for further academic or vocational study of music technology and related creative areas.

## *Syllabus Content*

### **Component 1: Recording (20%) 9MT01**

Externally assessed through coursework.

Boys will learn production tools and techniques to capture, edit, process and mix an audio recording. Boys will complete one recording, chosen from a list of 10 songs provided by the board. Boys will also submit a logbook, which will provide the resources and techniques used in each task.

### **Component 2: Technology-based composition (20%) 9MTO/02**

Externally assessed through coursework.

Boys will learn to create, edit, manipulate and structure sounds to produce a technology-based composition. Boys will complete one composition lasting at least 3 minutes to a given stimulus chosen from three briefs set by the board. Boys will also submit a logbook, which will provide the resources and techniques used in each task.

### **Component 3: Listening and analysing (25%) 9MTO/03**

A 1 hour 30-minute examination consisting of:

- Section A: Listening and analysing (40 marks) – four questions, each based on unfamiliar commercial recordings (10 marks each).
- Section B: Extended written responses (35 marks) two essay questions. One comparison question, which uses two unfamiliar commercial recordings from the CD (15 marks). The second essay uses the final unfamiliar commercial recording on the CD (20 marks).

#### **Component 4: Producing and analysing (35%)**

Written/practical examination using computer: 2 hours 15 minutes (plus 10 minutes setting-up time).

Boys will be provided with a set of audio/MIDI materials for the practical element of the examination.

Boys will correct and then combine the audio and MIDI materials to form a completed mix, which may include creating new tracks or parts from the materials provided.

- Section A: Producing and analysing (85 marks) – five questions related to the audio and MIDI materials provided that include both written responses and practical tasks.
- Section B: Extended written response (20 marks) – one essay focusing on a specific mixing scenario, signal path, effect or music technology hardware unit.

#### ***Coursework***

Pearson externally assesses all coursework according to specific criteria.

#### ***Assessment***

All coursework and final examinations are submitted for external assessment.

# A-Level Physics

Exam Board:	OCR
Syllabus Code:	H556

## *Entry Requirement*

Students who wish to study A-Level Physics are required to achieve at least a grade 7 in GCSE Maths. It is also necessary for students to have at least a grade 7 in IGCSE Physics or grades 87 in IGCSE Science (Double Award).

## *Introduction*

The course is designed to be a rigorous and demanding look at the fundamental areas of Physical science and as such a high level of mathematical proficiency is necessary. The course also requires students to develop good problem-solving skills, to learn how to communicate science effectively and to grasp how to carry out safe, accurate, reproducible experiments to validate theory.

Students who do well in A-Level Physics tend to have a genuine curiosity about how the world works and to enjoy stretching their understanding.

## *Assessment*

The course is assessed over three written examination papers:

**Paper 1** (37% of total A Level): Practical skills, Foundations of Physics, Forces and Motion, Newtonian world and astrophysics

**Paper 2** (37% of total A Level): Practical skills, Foundations of Physics, Electrons, waves and photons, Particles and medical Physics

**Paper 3** (26% of total A Level): Synoptic paper assessing content from all modules.

## *Science Practical Endorsement*

A-Level Physics students will also be assessed on a stand-alone practical qualification called the Science Practical Endorsement (SPE).

The SPE requires students to meet a list of core practical competencies, which should be demonstrated through the satisfactory completion of 12 core practicals spread over the two-year A-Level Physics course.

The practical skills gained are also assessed in the written examinations.

## *Syllabus Content*

A-Level Physics is a linear course which consists of the following topics:

### **Lower Sixth Course**

- Foundations of Physics
  - Physical quantities
  - Making measurements and analysing data
  - Nature of quantities
- Forces and motion
  - Motion
  - Forces

- Work, energy and power
- Materials
- Newton's laws of motion and momentum
- Electrons, waves and photons
  - Charge and current
  - Energy, power and resistance
  - Electrical circuits
  - Waves
  - Quantum physics

### **Upper Sixth Course**

- Newtonian world and astrophysics:
  - Thermal physics
  - Circular motion
  - Oscillations
  - Gravitational fields
  - Astrophysics and cosmology
- Particles and medical physics:
  - Capacitors
  - Electric fields
  - Electromagnetism
  - Nuclear and particle physics
  - Medical imaging

### ***Entry Requirements***

Although not compulsory, it is strongly recommended that students choosing Physics also take A-Level Mathematics as students need to have good algebraic and graphical skills in order to get the most from the course.

# A-Level Psychology

Exam board: TBC

Syllabus code: TBC

## ***Entry Requirement***

The A Level Psychology course will be taught within the Science Faculty. Candidates are expected to secure a 6 in GCSE Mathematics in addition to either 6-6 in GCSE Double Award Science or 6 in GCSE Triple Award Biology, Chemistry or Physics.

## ***Introduction***

A Level Psychology is a fascinating subject for students who are curious about human behaviour, enjoy critical thinking, and like exploring why people think, feel, and act the way they do. It appeals to those who are interested in both science and the humanities, as it combines elements of biology, research, and social understanding. In addition:

- Students who like asking questions about people and society
- Those who enjoy reading, writing, and discussing ideas
- Learners who are comfortable with scientific methods and statistics
- Anyone interested in careers in health, education, business, or social sciences

## ***Course Content***

The course covers a wide range of topics, such as:

- Memory, attachment, and social influence
- Approaches and research methods in psychology
- Psychopathology (mental health)
- Issues and debates in psychology
- Optional topics like forensic psychology, schizophrenia, or relationships

## ***Assessment***

A Level Psychology is usually assessed through three written exams at the end of the course. Each paper includes a mix of multiple-choice, short-answer, and extended writing questions. The exams test your knowledge, understanding, and ability to apply psychological theories and research.

# A-Level Politics

Exam Board: Pearson Edexcel

Syllabus Code: 9PLO

## *Entry Requirement*

Grade 6 at IGCSE/GCSE History or English.

## *Introduction*

What is Politics? Is the UK political system in need of radical reform? How can a minority government survive? Is the American President a liar? Do the Republicans deserve to be called a political party and why are the Democrats so obsessed about identity politics? Do you trust the news? Can you be a 'citizen of nowhere'? What does it mean to 'take back control' and are referendums a good idea? Will Britain survive as a unitary state? Are our judges really 'enemies of the people'? Why is there a Women's Equality Party and what is it likely to achieve? Is UKIP still relevant? Could a left-wing party win a general election? Should we pay MPs more? Does anyone really understand the British Constitution? What are British values? Has social media and the decline of deference made political leadership impossible? Why are there demagogues everywhere? Do you need a safe space? Should you pay for university education? Do you live in an echo chamber? Would Theresa May be more popular if she cried in public? Did Hillary Clinton lose in 2008 because she cried in public? Why are men and women watching *The Handmaid's Tale* in separate rooms? Can feminists enjoy *Wonder Woman*? Where is Mar-a-Lago anyway?

Politics is everywhere and A-Level Politics is a dynamic course in which what happens today is directly relevant to the examination. Pupils are expected to read about political events and current affairs in Britain, Europe and the USA and to be prepared to debate and discuss them in the classroom. If politics exists because people disagree, studying politics must mean studying how, why and when people disagree and taking an interest in these disagreements. What is more, we study these things not as neutral observers but as active participants. The Department maintains that everyone should study politics in some form. A healthy society is a society in which many people participate in political activity and do so with insight and understanding.

## *Syllabus Content*

The new A-Level Politics Specification reflects the demands of a truly modern and evolving political environment in the UK and around the world. This course is excellent preparation for anyone considering a degree course in the humanities or social sciences.

### **Component One: UK Politics**

- UK Politics: Democracy and participation; Political parties; Electoral systems; Voting behaviour and the media

This section explores the nature of politics and how people engage in the political process in the UK.

Students will investigate in detail how people and politics interact. They will explore the emergence and development of the UK's democratic system and the similarities, differences, connections and parallels between direct and indirect democracy. They will focus on the role and scope of political parties that are so central to contemporary politics, including the significance of the manifestos they publish at election time and their relevance to the mandate of the resulting government. Students will also consider the individual in the political process and their relationship with the state and their fellow citizens. Students will examine how electoral systems in the UK operate and how individuals and groups are influenced in their voting behaviour and political actions. This component will further examine the role of the media, voting patterns and voting behaviour in contemporary politics.

## **Core Political Ideas: Conservatism; Liberalism; Socialism**

Students will learn about the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.

## **Component Two: UK Government and Non-core Political Ideas**

- UK Government: The constitution; Parliament; Prime Minister and executive; Relationships between the branches

Politics is about people, but most political decisions are made by a branch of government whose roles and powers are determined by a set of rules: the constitution. This component is fundamental to understanding the nature of UK government, since it enables students to understand where, how and by whom political decisions are made. The component also gives students a base of comparison to other political systems. The component introduces students to the set of rules governing politics in the UK, the UK constitution, which is different in nature from most of the rest of the world. It further introduces students to the specific roles and powers of the different major branches of the government – legislative, executive, and judiciary – as well as the relationships and balance of power between them and considers where sovereignty now lies within this system.

## **Component Three: Comparative Politics**

The USA has been considered by some to be a ‘beacon of democracy’, although rather less so now in the era of President Trump. As a world power, understanding the nature of US democracy is crucial given the considerable impact that the USA has on UK, European and global politics. Students will explore the US Constitution and the arguments surrounding this foundational document. In learning about the key institutions of government in the USA and analysing the manner in which they achieve this power and exercise it over their citizens, students will judge ultimately whether ‘liberty and justice for all’ has been achieved. Students will be expected to highlight the debates on the nature of democracy in the USA and evaluate the extent to which it remains an issue. The impact of the US government on the world beyond its borders is increasingly a feature of international politics. Students will begin to engage with this interaction by comparing and contrasting politics and institutions in the US with those in the UK. This will develop a wider understanding of politics as a discipline, underpinned by the theory of comparative politics.

There are six content areas:

- The US Constitution and federalism
- US Congress
- US presidency
- US Supreme Court and US civil rights
- US democracy and participation
- Comparative theories

## **Assessment**

The course is assessed via three two-hour exams, each worth one third of the overall mark. Assessment takes place according to a number of mostly extended response or essay- style questions, some of which also have a source component. Politics is predominantly an essay-based subject, ideal for students who enjoy reading widely and writing in an extended form. It is vital that students also have a strong interest in current affairs, frequently reading newspapers and other sources of contemporary political comment and analysis.

# A-Level Religious Studies

Exam Board: OCR

Syllabus Code: H573

## *Entry Requirement*

At least a 6 in GCSE RS. Boys may study A-Level RS without having taken the GCSE, subject to approval by the Head of Department.

## *Introduction*

There are three parts to the OCR GCE Religious Studies course: Philosophy of Religion, Religion and Ethics and Developments in Religious Thought. Throughout the course students are encouraged to adopt an enquiring, critical and reflective approach and reflect on and develop their own values, opinions and attitudes. Students do not need to have taken a GCSE in Religious Studies in order to take the subject at A-Level, but they should be interested in philosophical ideas and writing evaluative essays.

## *Syllabus Content*

The Philosophy of Religion paper covers the following topics: ancient philosophical influences; the nature of the soul; mind and body; arguments about the existence or non-existence of God; the nature and impact of religious experience; the challenge for religious belief of the problem of evil; ideas about the nature of God; issues in religious language.

The Religion and Ethics paper cover the following topics: normative ethical theories; the application of ethical theory to two contemporary issues of importance; ethical language and thought; debates surrounding the significant idea of conscience; sexual ethics and the influence on ethical thought of developments in religious beliefs.

The Developments in Religious Thought paper covers the following topics in the context of Christianity: religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world; sources of religious wisdom and authority; practices which shape and express religious identity, and how these vary within a tradition; significant social and historical developments in theology and religious thought; key themes related to the relationship between religion and society.

## *Assessment*

External assessment is at the end of the Upper Sixth in three two-hour papers, each with equal weighting.

# BTEC Sport and Exercise Science

Exam Board:

Pearson

## *Entry Requirement*

To student BTEC Sport and Exercise Science, boys require a genuine interest in sport, exercise science, and human biology. A Grade 5 in English, Maths and Double Award Science is also required.

## *Introduction*

The BTEC National Certificate in Sport and Exercise Science course emphasises practical, hands-on learning through assignments, projects, and real-world scenarios. This approach is ideal for students who thrive in applied learning environments and prefer coursework over exam-based assessment. The course offers a focused curriculum that develops knowledge and skills in functional anatomy, biomechanics, sports psychology, and coaching. This prepares students for careers in sport, including exercise physiology, physiotherapy, sports coaching, osteopathy, and sports psychology. Additionally, it equips them with transferable skills such as report writing, critical analysis, problem solving, and interpersonal communication, which are valuable in non-sport-related careers.

Pupils have the opportunity to immerse themselves in visits and talks at top sport and exercise science facilities, including the National Institute of Sport, the National Cycling Centre, Manchester Met, Loughborough University, Man City and Man Utd, and Bedfordshire University's Biomechanics Lab. This exposure helps students build valuable connections and gain insights into the professional sports and science industry, enhancing their readiness for careers or further specialised study.

The BTEC National Certificate is a Level 3 qualification equivalent to one A Level, consisting of four units. A BTEC Distinction\* grade is equivalent to an A Level A\* for university entrance at most institutions, including Russell Group universities. It also holds the same UCAS points as an A Level, ensuring that students with a Distinction\* are competitive candidates for university admissions.

## *Syllabus Content*

All pupils will study three core units:

### **Functional Anatomy (90 guided learning hours)**

Pupils explore how the anatomy of the cardiovascular, respiratory, skeletal, and muscular systems functions to produce movement in sport and exercise. Assessment is conducted through an exam set and marked by Pearson, lasting 1.5 hours and worth 60 marks, which accounts for 25% of the one A Level option.

### **Applied Sport and Exercise Psychology (120 guided learning hours)**

This unit covers the major psychological factors that can affect performers in sport and exercise environments, as well as the interventions that can promote an appropriate mindset. Assessment is conducted through a written task set and marked by Pearson, completed in a single 3-hour session worth 60 marks. This assessment accounts for 33.3% of the total marks.

### **Coaching for Performance and Fitness (90 guided learning hours)**

Students will develop the knowledge and skills necessary to plan, deliver, and evaluate coaching sessions aimed at enhancing athletes' technical, tactical, and fitness performance. This coursework unit consists of three tasks, which together account for 25% of the overall qualification.

### **Biomechanics in Sport and Exercise Science (60 guided learning hours)**

This unit examines human movement, the movement of sporting objects, forces that the human body produces and forces that act on it in sport and exercise environments. This coursework unit consists of three tasks, which together account for 16.7% of the overall qualification.

Pupils considering the Foundation Diploma will also study two further units. This will include:

### **Applied Research Methods in Sport and Exercise (90 guided learning hours)**

The effective application of research skills including validity, ethical issues, and quantitative and qualitative data analysis.

### **And one of the following (60 guided learning hours) (TBC):**

- Specialised Fitness Training
- Research Project in Sport and Exercise Science
- Physical Activity for Individual and Group-based
- Sports Massage
- Sociocultural Issues in Sport and Exercise

# Art History

## **an optional additional opportunity**

History of Art and Art Appreciation will appeal to all those students who have an interest in the visual culture of the past and present. It is highly likely that very few potential students will have much previous knowledge, and none is expected. The emphasis is on the pleasure gained from studying beautiful, fascinating and interesting works of art so we will be delighted to teach you, to take you on trips and to share our enthusiasm.

Although there is no formal qualification or exam there will be the option of written essays and analysis for those who would like to engage with the subject in a more formal way and for any potential Art History degree applicant this will be encouraged. No specific grades are required at GCSE, but Art History and Art Appreciation requires an ability to articulate ideas whether verbally or in writing. You should have English GCSE, grade 4 or above. We expect a strong commitment to engage and participate in discussions so you will need to learn to use your eyes critically and intelligently so that you gain the fullest enjoyment from this fascinating subject.

We aim to make you aware of the History of Art as an exciting academic discipline, discovering the materials, styles and techniques of artists and also setting art and architecture in a historical perspective. To do this you will be taught social, religious, political and cultural history in addition to visual analysis of the works themselves.

In addition, Bedford School hosts regular exhibition openings and four major art lectures by eminent artists and art historians each year which you will be actively encouraged to attend. Known as the Gilbert Lloyd lectures previous speakers have included Martin Gayford, Will Gompertz, William Feaver and Andrew Graham Dixon.

## *Course Requirements*

The weekly 2-hour class will take place on a weekday afternoon (this year it is a Monday) for school pupils from 4.30-6.30pm. (For adults there will be a later class which will run from 7.00-9.00pm). Note-taking and class discussion are expected, with the option of written essays for those who would like to. You will be taken on visits to galleries to study works of art firsthand, which is crucial to a thorough understanding of a work of art. In addition, you are encouraged to visit galleries and museums and to read and research widely in your own time.

The course we will be offering will broadly follow the History of Art chronologically and so will offer a broad but fascinating overview of the development of Art throughout history. It runs from September until May in the Summer term, 25 weeks in total. The course will be led by Andrew Gillespie who is an artist and Art History teacher with an Art History degree from the University of Cambridge (St John's College) and a Fine Art degree from the University of Oxford (Ruskin). He is a practicing artist and has been teaching Art History A-level for a number of years in both schools and as a private tutor.

For this extracurricular course there is a charge of £100 for school students and £250 for adults for the whole course but this does not cover any visits for which there will be an additional charge. If you would like to register an interest, please contact Mrs. F Burbridge, Head of Art [fburbridge@bedfordschool.org.uk](mailto:fburbridge@bedfordschool.org.uk)

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## Requirements for German students taking A-Levels

There are a number of special requirements that German nationals have to fulfil so that the German education authorities recognise their A-Levels as an equivalent to the "Abitur" (=entry qualification for German university). The following is an overview of the most basic requirements. Boys are advised to discuss their choices with the Deputy Head (Academic) as the guidance below may be subject to change following publication of this guide.

### General Requirements

- All candidates have to take a minimum of four subjects, three of which have to be full A-Levels and one can be an AS-Level. Since Bedford School does not prepare boys for AS exams (following the exam reforms), this means that German students at Bedford School must opt for a minimum of three subjects plus German (exams only in the latter). Most, however, will be likely to want to start with four subjects plus German (exams only) to keep options open.
- The four subjects have to be "traditional" academic subjects i.e. any language, Maths, any science, History, Economics or Business, Art, etc. Design Technology is not recognised.
- Of the four subjects, at least one has to be Maths or one of the sciences.
- At least one must be a language (A-Level German is fine even for German native speakers)

### Additional Requirements

As in Britain, there are additional specifications according to the planned university degree course:

- Medicine/Veterinary sciences etc.: three A-Level subjects out of Biology, Chemistry, Physics and Maths
- All mathematical/technical degrees (this includes architecture): A-Level Maths plus an A-Level in one out of Biology, Chemistry, Physics or Computer Science
- Sciences: two A-Level subjects out of Biology, Chemistry, Physics and Maths
- Law/History etc.: an A-Level in a subject that relates to the degree chosen, most commonly History
- Business & Economics: A-Level Maths plus an A-Level in a subject that relates to the degree chosen, most commonly Business or Economics
- Art: A-Level Art.

Please also note that the A-Level exams will only be recognised if:

- The student has proof of the "Mittlere Reife" i.e. 10th grade successfully completed in Germany, or five passes at GCSE if they are already in the British system (see Requirements for German students taking the GCSEs).
- The student has proof of twelve consecutive years of schooling in total

Some German Länder have additional requirements and regulations e.g. in the acceptance of Philosophy or Psychology even though these are not "traditional" subjects. Please contact the Deputy Head (Academic) or Admissions office for more details.



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