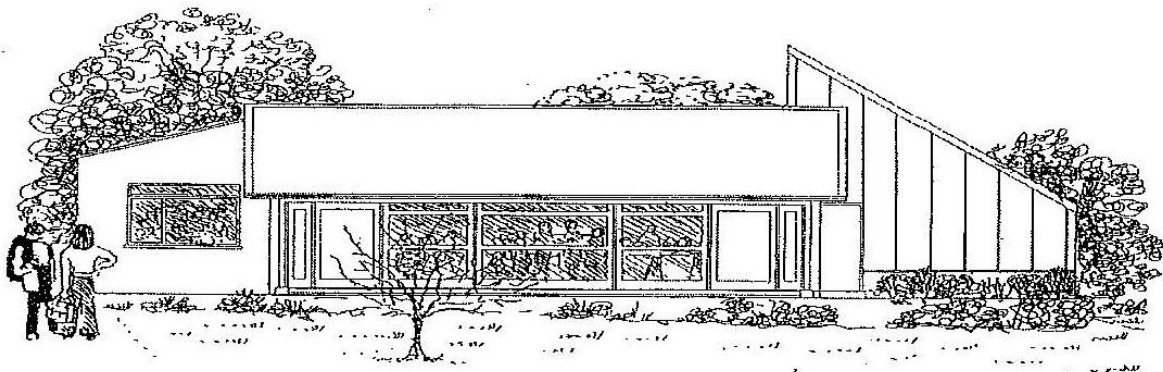




THE SIXTH FORM

2011—2012



Sixth Form Centre

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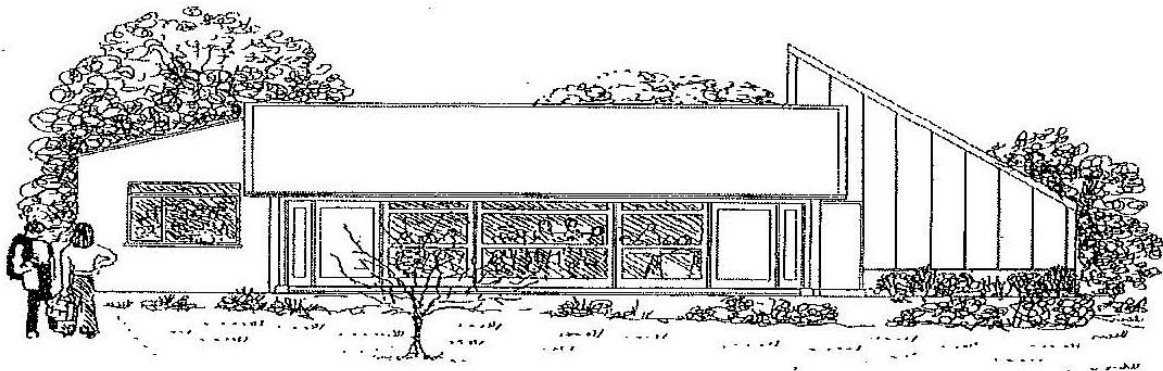
WELCOME

Letter from Headteacher

Letter from Head of Sixth Form

A word from Head Boy and Head Girl

Why stay in the Sixth Form?



A word from the Head Boy and Head Girl

You are almost finishing your compulsory education at John Beddoes and are now starting to make decisions about your future plans. We both decided John Beddoes Sixth Form was an ideal choice for us after completing our GCSE's.

John Beddoes Sixth Form is a great choice to further your studies. The building itself is an appealing environment to work in and it has a friendly, relaxed atmosphere with plenty of room to study. You also receive a huge amount of help from the Careers Advisor and there are University prospectuses and guides for information on your future career.

There is a wide range of different A-Levels and vocational studies available. As there are smaller class numbers, you develop a good relationship with your teacher and you will receive individual attention. This is an obvious advantage as students will understand the subject more and this will improve their achievements.

Obviously at John Beddoes our main goal is to achieve good grades, but the close Sixth Form environment will ameliorate your social skills. The Sixth Form are always organising different events, especially fundraising for different charities. Christmas trips and field trips are arranged throughout the year and the university open days are also held to give the opportunity to the students an insight of university life.

This year, the Welsh Bacallaureate Qualification (similar to Duke of Edinburgh) was introduced to John Beddoes. This has proved valuable when applying to university or seeking employment in the world of work. For more information on this course see the section in this brochure.

Students also have the chance to attain in a programme called APAUSE. You are given the responsibility of teaching year 9 students part of their sex education programme. As well as this, we are given the opportunity to gain Young Sports Leaders Awards from the 5 x 60 programme. These are both very helpful; as it is highly thought of on CVs and job interviews in the future.

We are also encouraged to organise work experience. We have several visitors from different universities who help and advise you on different prospects on applying to university. Miss Davies will also guide you through this process. Other guest speakers include Kirsty Williams AM for Brecon and Radnor who gives a useful insight into the world of politics and debate, and Concern Universal - the charity through which an annual trip to the Gambia is organised.

We hope this small insight into John Beddoes Sixth Form and its social and academic opportunities has encouraged you to further your higher education here.

Stuart Collins - Head Boy
Sophie Lloyd - Head Girl



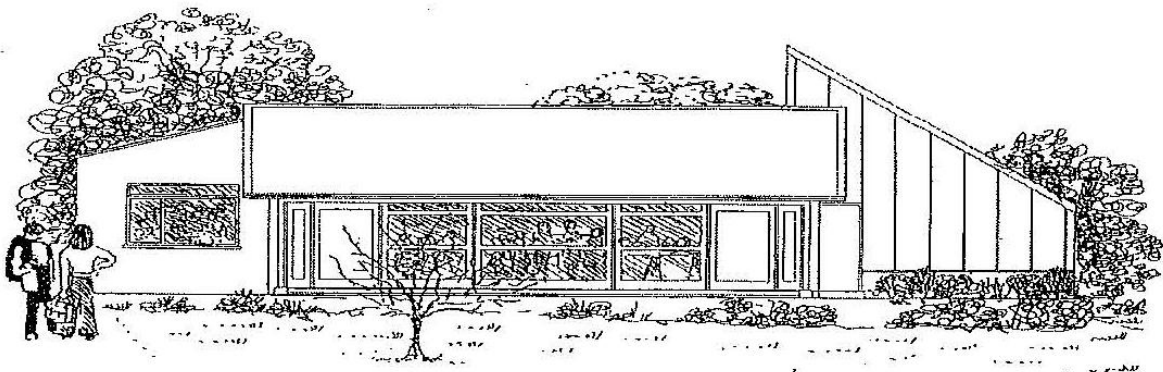
Why stay on into Sixth Form?

- * You know your teachers well and they know you
- * Your teachers are experts in their subjects: your lessons will be interesting and thought provoking
- * We offer a wide range of courses to cater for all interests: we are flexible and will try to respond to your individual needs
- * All our courses can lead to Higher Education or further training for employment
- * School is close and transport is convenient
- * There are good facilities on site
- * We provide advice and guidance to meet your needs
- * There are opportunities to get involved in extra-curricular activities
- * You already know your way around
- * You are treated as a young adult and there are study periods during the week when you are expected to work independently
- * Year 12 and 13 have their own social area separate from the rest of the school
- * You do not have to wear school uniform
- * Your success is important to us and we will endeavour to make your time here a happy and productive one
- * A level and vocational courses available
- * Many of your friends will be here!



PART 1

THE SIXTH FORM
& STUDENT
CENTRE



The Sixth Form

We have a well-established Sixth Form, offering both AS and A level course and a wide range of courses via video-conferencing and Coleg Powys in a friendly manner.

Teaching groups

Reasonably sized teaching groups allow a close relationship to develop between teachers and students, resulting in a co-operative approach to effective learning. Students are encouraged to pose their own questions and seek the answers, and apply their knowledge in real-life situations. Work is structured so that experiences become progressively more complex and challenging.

Monitoring - Tutorials

Each student is encouraged to achieve high personal standards and offered the chance to develop self discipline and to mature in a supportive atmosphere. Tutors are available for individual discussion, to provide opportunities for reflection and give feedback and support.

Monitoring - Progress

The progress of every student throughout the year is monitored by the Head of Sixth Form and Sixth Form Tutors, so that all students and their parents can be made aware of their progress, and the likely outcome at the end of the course. There is an annual parents evening and written reports to parents. Appointments can be made with the Head of Sixth Form at any time when necessary.

Monitoring - Careers Advice

Careers advice is freely available to help each student search for jobs or for courses in higher or further education.

Visits to university open days are encouraged, up to 3 per year. Year 12 students find relevant work experience for part of their summer holidays following GCSE exams and at the end of AS courses.

Any students wishing to enter veterinary science or medicine at degree level must undertake certain work shadowing experiences, before they apply for these courses.

The development of personal skills such as communications, working with others, using initiative and acting responsibly can be achieved through planned work experience.



Student Centre



Facilities

The Sixth Form is housed in a block separate from the main school, where students register and relax or study. The Sixth Form has a quiet study room with individual study carrels, in a light, airy room overlooking a garden area. There is a computer suite for Sixth Form to use and a cabinet of net books.

The two leisure areas (with fridge, toaster, kettle and microwave for making snacks) are available for relaxing and listening to music. The garden area is exclusively for Sixth Form usage.



Mentoring System

In John Beddoes Sixth Form we expect all our students to be positive role models for those students lower down the school. As prefects, Sixth Form students gain useful skills which prepare them for life after Year 13, whether they choose to continue their education or gain employment.

In May each year, elections take place to choose a Head Boy, Head Girl and Deputies. Nominations are taken from staff and Sixth Form students in the current year 12. Staff voting takes place to elect the chosen students to positions of authority.

All Sixth Form students have the opportunity to be mentors. Their duties include attachment to year groups to enable them to focus on their particular needs. They form an important link between students and teachers and undertake break and lunchtime supervision duties with teaching staff as part of this duties.

All students have the opportunity to be Student mentors as part of the 'Beddoes Buddies' scheme, and meet regularly with a small group of year 7 students in order to help their transition into the school.

The Head Boy and Girl (and/or Deputies) take part in official events during their year in office as representatives of the school. They co-ordinate school council meetings and activities with students in year 7 - 11, giving year groups an opportunity to air their views through official channels.



The Head Boy and Girl act as associate governors and are invited to attend governors meetings throughout their term in office.

Personal and social development



While in the Sixth Form, students are invited to involve themselves in some form of community or school service - for example, helping to coach junior sports teams, organising a lunchtime club, Beddoes Buddies, 5 x 60, Eco schools, Healthy Schools and fundraising events.

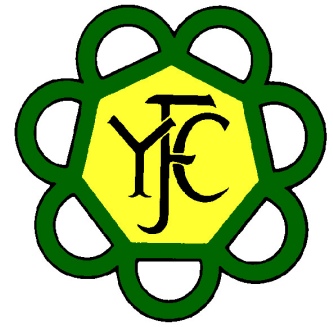
Students may like to take part in the school play, either acting or back stage, or help with musical activities.

We feel that while examinations are important in their own right, the development of the whole person should be in a supportive environment. Students are encouraged to take responsibility for their own learning, actions and progress and to learn both time-management and how to relax. This is supported by study skills sessions.

Students should learn to take into account the needs of others, to be tolerant and co-operative

Young Farmer's Clubs and youth clubs

Many member of the Sixth Form are members of their local Young Farmers Club or Youth Club, which the school encourages. Memberships of such organisations is a valuable means of increasing the skills of young people and encouraging responsibility. We encourage this to enhance your personal qualities and they contribute to Welsh Bacallaureate evidence.



Religious Studies

Religious Education within Wales is provided for all registered students attending a maintained school. At Post-16 the Powys agreed syllabus sets out a programme of Study that includes looking at:

- * Worship and Meditation
- * Celebration
- * Key Figures and Teaching
- * Lifestyle
- * Sacred Texts
- * Community
- * Natural World

The lessons give students an opportunity to reflect upon these topics and encourages them to consider a variety of responses and moral issues and draw their own conclusions based on reasoned argument and evidence.

Assembly

A full senior assembly is held weekly with members of SMT in which they consider moral and religious issues, as well as being a forum for opinions and ideas to be expressed, and for students to have regular contact with management.



Sixth Form Committee

The Sixth Form Committee consults on whole school issues affecting the Sixth Form, and presents its findings to the School Council. The Sixth Form Committee comprises the Key Stage 5 Co-ordinator, Head Boy and Girl, and two elected members of each of years 12 and 13.

The Head Boy and Girl, and Form Representatives sit on the School Council. It is responsible for the day to day functioning of the Sixth Form area and issues arising; for raising funds for various activities such as sponsored events or Christmas celebrations. It also co-ordinates activities to raise monies for outside fundraisers such as the Air Ambulance, Macmillan Nurses and Heart Foundation.

Sports Representatives

Year 12 and 13 also have sports representatives, who are responsible to the PE staff for the organisation of teams for sporting events. They also arrange inter form-competitions within the Sixth Form in a wide variety of sports.

In addition, students are encouraged to take part in local committees and organisations to broaden their horizons.

Visits

Participation in subject based visits is encouraged - both residential and one day events, ranging from residential field study work, to theatre visits, to language events, or in depth talks on specific topics.

Visiting Speakers

During the year, visiting speakers are invited to put their points of view to members of the Sixth Form to stimulate thought and discussion. Usually, this includes a Student Liaison Office from University to talk about student life and courses, a talk from an LEA finance officer on student grants and awards, and a representative of a gap organisation for those who wish to take a year out of education after A-Levels. A PSE scheme includes opportunities to discuss other issues of an economic, social, health or ethical nature.

Study Time

It is expected that students will study independently in the Sixth Form area, when they do not have timetabled lessons.

If they wish to go off site, a signing out system operates. This must be completed on exit and re-entry in order to meet fire regulations. All students must be present to register attendance at the start of the morning and afternoon session each day, unless on sanctioned study leave.

Internet

Students have internet access for research for their studies in their own network area. They may also have an email address. However, access is monitored, and the network computers are not for playing games at any time. Wireless laptops are available.

Mobile Phones

While mobile phones may be brought into school at the user's own risk, they should not be switched on during lesson time.

Parking

Limited parking is available for those students who wish to drive to school although this is not encouraged. No cars should be driven onto the playground, and the school cannot accept liability for any damage that may occur.

Uniform

The Sixth Form, unlike the rest of the school, does not have a uniform but does have a dress code. While we do not want to encourage competition between students for clothes, we expect that they should be smart, clean and presentable. There should be a distinction between casual wear at home and that worn for school. On special functions such as Prizegiving, Founders Day and Presentations, more formal dress, including a shirt and tie for boys, is worn.

Absence

Unavoidable absence for example, due to illness, should be notified to the office on the first day of absence, and an explanatory note written on the first day of return.

Students wishing to take holidays during term time should complete a holiday form, available from the school office. It must be stressed that this is not encouraged.

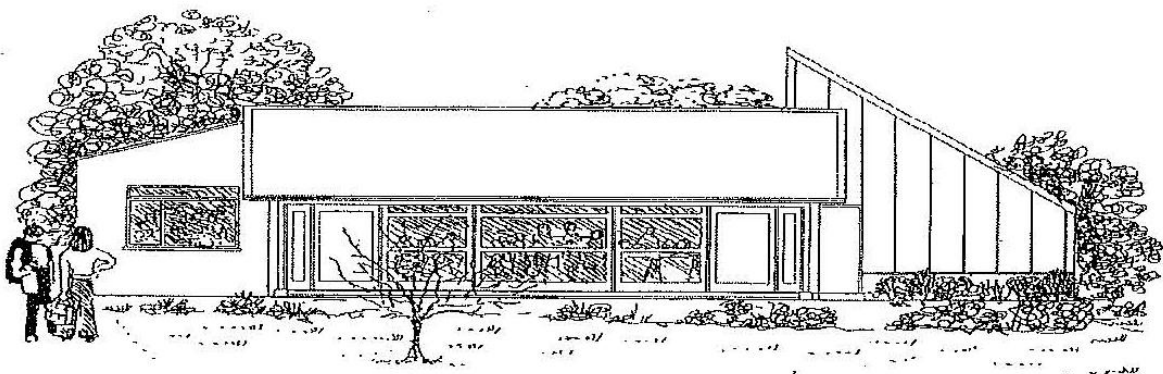
Educational Maintenance Allowance (EMA)

Under a government initiative from September 2004, qualifying post-16 students are paid up to £30 per week for continuing their education in the Sixth Form. In addition over the two years of Sixth Form study they will receive bonus payments. Students must consistently meet certain criteria set out in the learning agreement to receive EMA on a weekly basis.



PART 2

THE
CURRICULUM



The Curriculum

Normally up to 4 AS levels are taken in Year 12, and up to 3 A levels in year 13. The 'A' levels will be selected from those subjects studied at AS level. This applies to all subjects.

'A' levels are made up of AS levels, and a second year called A2. Typically, AS levels may be examined externally in January and June of Year 12, and A2 in June of Year 13. A2 courses do not have to be selected until the end of the AS courses.

Individual Study Package

An individual study package will be put together for each student for each year of the course. Advice on subject selection will be given at the information evening in January, Induction Days in July, on GCSE results day and at enrolment in September.

Mentors

Following on from Year 11 mentoring there is a 'drop in clinic' for student support with mentors to help you through Sixth Form studies.

Subjects Offered

AS Level - School Based

Art & Design (Fine Art)
 Art & Design (Graphics)
 Art & Design (Photography)
 Biology
 Chemistry
 Drama
 English
 Forensic Science (BTEC Applied Science)
 French
 Geography
 German
 History
 Law (Video-Conferencing)
 Mathematics
 Music
 Physics
 PE
 Psychology
 Technology
 Welsh
 Welsh Baccalaureate

Partnership Provision (BTEC Level 3 Qualifications)

Business Studies (Coleg Powys)
 Travel & Tourism (Coleg Powys)
 ICT Media (Interactive) (Coleg Powys)
 ICT Media (Games Development) (Coleg Powys)
 ICT Media (TV and Film) (Coleg Powys)
 Hospitality & Catering (Coleg Powys)
 Childcare (Coleg Powys)
 Health & Social Care (Coleg Powys)
 Land-based (Coleg Powys)
 Engineering (Newtown High School)
 Performing Arts (Musical Theatre) (Coleg Powys)
 Performing Arts (Dance) (Coleg Powys)
 Music Technology (Newtown High School)
 Public Services (Coleg Powys)
 Fashion & Clothing (Newtown High School)

APPLIED SCIENCE - FORENSIC

Why choose Applied Science?

A BTEC in Applied Science will give you the opportunity to build on GCSE Sciences or Applied Sciences to find out how science is used in industry and the community to improve the quality of life. This course is based on the principle that to understand the nature of science, you must actively experience the science environment through experimentation and exploration. Your passions for practical investigation will be developed so that you can work safely, methodically and accurately within the different sciences and can record and report your findings.

A BTEC in Applied Science can help you achieve your full potential in Science, and improve your results. Learners are rewarded along the way for consistent hard work and demonstration of their knowledge, without the added pressure of exams at the end. A BTEC in Applied Science offers active learning in a vocational context and builds confidence, competence and motivation. BTECs are fully recognised by the QCDA as holding equivalences to GCEs.

What is in the scheme?

Edexcel BTEC Level 3 Certificate: **YEAR 12**

The 30-credit BTEC Level 3 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 3 Certificate is a qualification which can extend a learner's programme of study and give vocational emphasis. The BTEC Level 3 Certificate is broadly equivalent to one GCE AS Level.

Edexcel BTEC Level 3 Subsidiary Diploma: **YEAR 13**

The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus from the BTEC Level 3 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 3 Subsidiary Diploma offers greater flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one GCE A Level.

How is it assessed?

There are no examinations for these courses. You will be assessed on a continuous basis through the reports, case studies, practical work and other work that you carry out.

What will this course prepare me for?

On successful completion you may progress to higher national diplomas or degree courses in applied sciences, forensic science or other science-related courses or may gain employment as a technician in a laboratory, hospital or within the chemical industry.

What next?

Please see Mr Cheetham or Miss Coulthard

ART & DESIGN - Fine Art, Graphics & Photography

Art and Design A level is an acceptable qualification for university entrance and is compatible as a choice with both science and arts subjects. Many students from John Beddoes have gone on to a variety of art related courses. These included Multimedia, Graphic Design, Fashion Design, Theatre Design, Interior Architecture, Media and teaching courses majoring in Art Education.

The AS and A2 level Art and Design course aims to develop:

- Intellectual, creative and imaginative ability
- Investigative, analytical, practical, technical and expressive skills
- Aesthetic understanding and critical judgement
- An understanding of the connections between the various forms of art, craft and design, and an understanding of the function of art and design in contemporary society and in other times and cultures.

AS Level

The AS Level forms 50% of the Advanced level qualification and is made up of coursework and final test in the following way:

Coursework

Unit 1	portfolio of practical work	50% of the total AS mark (25% of A2)
Unit 2	controlled test *	50% of the total AS mark (25% of A2)

*a range of questions from which one is chosen

5-hour exam

A2 Level

Coursework

Unit 3	personal investigation supported by a written element (up to 3000 words)	25% of total A2 mark
Unit 4	controlled test *	25% of total A2 mark

*a range of questions from which one is chosen

15-hour exam

Summary of subject content

Fine Art

Candidates should produce practical and critical/contextual work in one or more areas including painting, drawing, mixed-media, sculpture, land art, installation, printmaking, film, animation, television, video and photography; lens-based and/or light-based media.

Graphic Communication

Candidates should produce practical and critical/contextual work in one or more areas including illustration, advertising, packaging design, design for print, communication graphics, computer graphics, multimedia, animation, web design, film, television and/or video.

Photography: lens-based and light-based media

Candidates should produce practical and critical/contextual work in one or more areas including portraiture, landscape photography, still-life photography, documentary photography, photo-journalism, experimental imagery, photographic installation, video, television and film.

BIOLOGY

Why choose Biology?

The word Biology comes from the Greek: *bios* - life, *logos* - knowledge. It is the study of life and living things (organisms) and is an enormous, rapidly developing subject involving many allied disciplines such as chemistry, physics, mathematics, geology and psychology.

During the course you will have opportunities to:

- * Develop greater understanding of biological facts together with an appreciation of their significance in new and changing situations
- * Develop greater expertise in the area of practical work and the link between theory and experimental work
- * Continue to enjoy a personal interest in the study of living organisms - gain first hand experience with a scalpel!
- * Recognise the responsible use of biology in society
- * Develop a deeper awareness of biology in the changing world, and its importance.

What is in the scheme?

Biology is offered at AS and A level. The AS scheme is a one year course, and can be taken on its own. A level consists of an AS, plus a second year, called A2.

AS: Year 12

During AS biology students will study the biology of cells and how organisms develop transport systems for the exchange of various biological molecules. Biodiversity is the variety of life and students will study its forms at all levels. Students also get the opportunity to explore both traditional and more modern food technologies.

A2: Year 13

During A2 biology students will study how organisms control and co-ordinate their bodies. Photosynthesis is a vital process that life would not be able to exist without. The cutting edge of biology is covered here with a valuable insight into genetics and the ever emerging new genetic technologies. How do all these organisms exist together? Ecosystems range in size from the very large to the very small. Students will discover the fascinating world of ecology!

How it is assessed?

Each unit has a structured text, with a mixture of short answers and extended writing. You will have to show you can integrate information from the different units, in order to achieve grade A at A level. There is a coursework element for both AS and A2 which will involve practical investigations.

What do you have to do?

You should have an enthusiasm for biology and be ready to learn about the wonderful world around and inside you!

In biology we encourage students to take responsibility for their own learning, with support! You learn research and presentation skills, practical skills and must be able to do maths at grade C GCSE. So as well as covering advanced study of biology, this course will enable you to develop key skills, which will be essential to you whatever you go on to do afterwards although these may not be assessed formally.

Key Skills

The Key Skills you could develop during this course are:

Communication

- * Taking part in discussions on issues such as cloning
- * Giving presentations on different areas of work
- * Preparing written documents for your practical work
- * Using reference materials from books, CD-ROM, internet and school intranet.

Application of Number

- * Planning to collect results from experiments and presenting them in a suitable format
- * Carrying out calculations on the data collected in experiments
- * Interpreting the results from experiments and seeing how this relates to your plan

Information Technology

- * Using word-processing software to present written reports and prepare presentations
- * Using data capture techniques to get evidence for practical work

What Next?

At the end of your course you could:

- * Follow a degree in, for example, biology, environmental science, animal science, forensic science, medicine, nursing, dentistry, psychology, pharmacy, complementary medicine, veterinary science, animal care....the list is endless
- * Enter a higher national degree course in biological science or a related programme
- * Take up employment in one of many related employment areas, for example pharmacy, biotechnology, catering, land management or scientific journalism.

Please see Mr Cheetham, Miss Dyke or Miss Coulthard, or sixth form biologists if you are interested in studying biology.

CHEMISTRY

Why study Edexcel GCE Chemistry?

This course will try to give you the skills and understanding to make decisions about the way chemistry affects your everyday life by applying ideas into areas of chemistry such as climate change; green chemistry; pharmaceuticals; chemistry research.

In addition, a GCE in chemistry allows you to develop a range of skills requested by employers and universities and required for the Welsh Baccalaureate.

What do I need to know (or be able to do) before taking this course?

It is expected that you should have at least the equivalent of a GCSE grade C in chemistry or additional science, and a GCSE grade C in mathematics. In chemistry you will need to be able to communicate effectively, be able to carry out research, work independently and critically think about problems. **Good practical skills are also important as chemistry is a very practical subject.**

What will I learn?

Edexcel GCE chemistry gives you the opportunity to study a core of key concepts in greater detail. Many of the ideas first covered at GCSE will be revisited but with a greater emphasis on explaining rather than simply describing.

Is this subject right for me?

AS or A Level chemistry is suitable if you:

- * Have an interest in, and enjoy chemistry
- * Want to find out about how things work in the real world
- * Enjoy applying your mind to solving problems
- * Want to use chemistry to progress onto further studies in higher education or support other qualifications or enter chemistry-based employment.

How will I be assessed?

AS Level

You will complete written exams for each of units 1 and 2. For unit 3 you will be assessed on your practical work.

A Level

You will complete written exams for each of units 4 and 5. For unit 6 you will be assessed on your practical work.

What can I do after I've completed the course?

Most laboratory-based jobs benefit from a chemistry qualification, for instance dental assistant or veterinary assistant. Many employers view success at GCE chemistry as a clear indication of sound academic ability.

Many universities courses have a significant proportion of chemistry content. These include:

- * Chemistry with medicinal chemistry
- * Chemistry with forensic science and toxicology
- * Chemistry with pharmacology
- * Chemistry and sports science
- * Chemistry and politics
- * Chemistry with computer science

In addition a number of other courses either specifically require or find it desirable to have a GCE in chemistry. These include courses such as chemical engineering, medicine including nursing, veterinary medicine, biological sciences, environmental science, pharmacy and dentistry.

Next steps

Next steps - see Mr Cheetham, Miss Coulthard or Mr Livesley

DRAMA & THEATRE STUDIES

Course content

The course is designed to encourage candidates to experience drama and theatre studies from both a practical and theoretical viewpoint. Students are challenged to work imaginatively and creatively by producing performance work from written texts, and by devising their own performance work, using different dramatic forms, as a response to a theme e.g. isolation. They will study texts from several periods of theatre history, which range from Greek theatre to modern day. Students will also be encouraged to work as a director, developing technical ideals such as lighting, design, sound and stage movement for a production. They will be encouraged to understand the nature and development of theatre, and the relationship between the theatre and the society which creates it. In the past, useful links with theatre studies have been observed by students studying art and English in particular.

What is expected?

Students will always work in groups (of up to 4) when preparing practical projects. Groups are encouraged to explore and experiment with theatrical ideas which are of interest to them personally. Visiting plays and attending workshops is an essential element in helping them to develop a variety of ideas, broadening their theatrical vocabulary, for use in their own work. A great deal of emphasis is placed on personal initiative and self-motivated study. As with GCSE drama, this is a demanding, but very rewarding course, in which enthusiasm, energy and commitment are essential requirements.

Assessment

Assessment takes place through 4 units of work spread equally over 2 years. (weightings are expressed in terms of the full A level)

AS - Year 12

DA1 performance 20%
DA2 written papers 30%
(2 units)

A2 - Year 13

DA3 performance 30%
DA4 written papers 20%
(2 units)

Where can it lead?

Many businesses, colleges and careers now acknowledge the need for students to have a broad and rounded education. The practical and theoretical aspects of this course will allow students to develop communication, collaborative learning and problem solving key skills. Social skills, role play skills and self presentation skills are now an essential requirement in many fields of work, particularly those occupations which bring you into contact with other people, such as teacher, nurse, doctor, police work and public relations. Drama or theatre work as a career encompasses a very broad area of media work, varying from using drama as therapy in prisons to being a film star! The choice is yours!

Extra-curricular activities

Students are invited to join the many theatre trips and workshops which are run throughout the school, and they are encouraged to take part in some form in the school production which takes place every other year. Where at all possible, the department will support and facilitate the use of departmental resources to allow the students to develop any performance-related ideas of their own as extra curricular projects. Students should aim to become involved with as many performance projects as possible, both inside and outside of school.

Mrs Bennett

ENGLISH LITERATURE

What will I study?

The course will appeal to you if you wish to progress naturally from GCSE English Literature and to develop further enjoyment and critical appreciation of literature based on your informed personal response to a range of texts.

The course involves:

Year 12

LT1 - Poetry & Drama

(exam 2 1/2 hours)

LT2 - Prose (fiction) & Creative Reading

(coursework)

Year 13

LT3 - Period & Genre Study

(coursework)

LT4 - Poetry & Drama

(exam 2 1/2 hours)

What is expected?

Your study of GCSE English literature will have given you knowledge and understanding of relevant areas and you should have obtained, at least, a grade C. The study of literature involves the reading of long and demanding works and the ability to express your ideas effectively in class discussion and in essays. You should only embark on this course if you genuinely enjoy literature and are prepared to read extensively on your own.

The advanced level course will broaden and deepen the knowledge, skills and understanding developed in year 12, particularly in encouraging comparisons between texts and increasing awareness of historical and cultural references upon writers and readers.

Assessment

In both AS and A2 one module will be an open text assessment - examined with access to the text. The availability of clean copies of the text in the remaining modules allows argument to be supported by precise reference. At both AS and A2 level there is a requirement to submit a folder of coursework based on independent reading.

AS - year 12

LT1 -	Poetry & Drama (open text exam) Carol Ann Duffy & Sheenagh Pugh Oleanna - David Mamet	60 marks
LT2 -	Coursework and commentary Frankenstein - Mary Shelley Ester Waters - George Moore A creative reading unit and commentary	60 marks

One module is available in January of year 12. It is likely that students will take the opportunity to sit one part of the final exam then. This will also allow us to 'fast track' some students and for others to re-sit should they wish to improve their grade. The level of achievement at that stage will allow students to make informed decisions about the progression to the full advanced qualification.

A2 - year 13

- LT3 - **Coursework on 3 texts**
1 prose and 1 of poetry, prose, drama from 2 literary periods.
E.g. Atwood, Walker, Rossetti, Williams 40 marks
- LT4 - **Poetry & Drama Exam**
E.g. poetry of John Donne
Also Shakespeare's King Lear and Sophocles Oedipus Rex 80 marks

It is hoped LT4 will be taught in Autumn term of year 13 ready for the exam in January for fast track students. Opportunities for re-sits would then be available in June.

Where can it lead?

The study of English literature develops skills in analysing complex texts and presenting coherent and well-structured arguments. The ability to communicate in both written and oral forms and to deal with a variety of material is attractive to a wide range of employers. Professions, such as journalism, publishing, advertising, the law, television, management, teaching and the theatre are just a few options.

Extra-curricular activities

Wherever possible, visits are arranged to performances of set texts and other related plays. A decision to opt for advanced level English literature implies a willingness to participate in such visits and other related activities.

Mrs C Northwood

FRENCH & GERMAN

Why learn a foreign language?

- * Studying a language may enable you to spend a year in a European university or work placement if you are studying science
- * Adding a language skill to science and maths courses will demonstrate breadth to employers and universities
- * With increased co-operation in Europe, knowledge of another European language is becoming more and more important
- * The Government is looking into the proposals of a top-level inquiry that a foreign language should be a requirement for University entry
- * Studying a language gives you an insight into the increasingly international nature of the world we live in
- * Studying a language broadens our horizons and helps us all to overcome prejudice about other lands and peoples
- * Learning other languages and getting to know other cultures can only bring us closer to international co-operation and peace.

Topics

The following topics will be studied with reference to target language countries as well as wider, global context as appropriate.

AS

- Leisure and Lifestyles**, including travel and tourism, sport, hobbies, entertainment, customs, traditions, healthy living - health and nutrition, diet and exercise, unhealthy living - drugs, aids, smoking, alcohol etc.
- The individual and society**, including relationships and responsibilities, gender issues, youth culture (values, peer groups, fashions and trends etc), education, vocational training and future careers.

A LEVEL

- Environmental issues**, including technology, pollution, global warming, transport, energy, nuclear energy, renewable energies, conservation recycling, sustainability.
- Social and political**, including the role of the media, racism, immigration, social exclusion and integration, terrorism, world of work (employment, commerce, globalisation etc).

What is expected?

We discuss these topics in class. You will enjoy the course if you have a real interest in the world in which you live. We look at authentic materials such as French/German magazines, TV, video and audio recordings. You will be encouraged to come into contact with the language as much as you can through your own reading.

Assessment

As the end of year 12 there are two papers, these will qualify you for the AS level:

1. Listening, reading and writing
2. Speaking

In year 13 there are also two papers in the same skills. Students will have the opportunity at this level to study films, books or two areas in the target country in depth

Where can it lead?

A language qualification at A and AS level is viewed increasingly by both universities and employers as a valuable asset. Whether your intended career is in business administration, banking, journalism, marketing, publishing, secretarial work, travel and tourism, translating or interpreting there are a few employers left who have not realised the true significance of the single European market and its importance to Britain. At a time when foreign languages are increasing in importance, your qualification in languages can only enhance your chances of success, as well as bringing you personal pleasure in your ability to communicate.

Extra-curricular activities

We hope that you will take part in an exchange with your target country at least once during your time in the Sixth Form. There are also opportunities to attend study dates at universities.

We offer the opportunity to do work experience abroad - either in France or Germany.

Mrs R Kirkby and Miss J Hamilton.

GEOGRAPHY

Why choose Geography?

Geography is about the real world and can be easily studied all around us. Come with a genuine interest in the subject and a willingness to work hard and meet deadlines. Much of the subject will involve building knowledge and understanding through your own enquiry and exercises to provide your own notes.

WJEC specification

- * Emphasis on flexible student-centred approaches to skills enquiry
- * No coursework at AS or A2, but a range of opportunities for research and out-of-classroom work, including fieldwork
- * Content to reflect the lives of students in the twenty first century

AS

- * An emphasis on dynamic systems of change in physical and human environments

A2

- * Optional choices from contemporise themes
- * A wide choice of themes for individual research
- * A reflection on sustainable futures

For students this course offers:

- * Choice and flexibility for independent research and out-of-classroom work
- * Relevance of study to their everyday lives
- * A clear picture of their place in a dynamic and interdependent world
- * Opportunities to develop their own attitudes and values and the skills needed to become responsible and knowledgeable citizens.

Summary of assessment

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A level qualification.

AS - year 12 (2 units)

G1 - Changing physical environments

75 marks (1hr 30mins written paper)

Two themes

- * Investigating climate change
- * Investigating tectonic and hydrological change

Three structured questions with stimulus material, one of which tests research / fieldwork.

G2 - Changing human environments

75 marks (1hr 30mins written paper)

Two themes

- * Investigating population change
- * Investigating settlement change

Three structured questions with stimulus material, one of which tests research / fieldwork

A2 - year 13 (As units plus a further 2 units)

G3 - Physical geography

75 marks (2hr 15mins written paper)

- * Glacial landforms and their management
- * Human geography - development

G4 - Sustainability

80 marks (1hr 45mins written paper)

- * Sustainable food supply
- * Sustainable water supply
- * Sustainable energy
- * Sustainable cities

HISTORY

The course that will be on offer to candidates will be the following. The course is divided into four units; two at AS and two at A level

AS - year 12

HY1 - candidates will study two of the following topics as part of their period study:

- * International relations 1878 - 1920 - including the causes of World War I and the Peace Treaties
- * Italy 1918 - 1944 - the growth of Italian fascism and the rise of Mussolini
- * The communist revolution in Russia - Lenin, Stalin and Foreign relations during the period.

30% of overall A level mark

HY2 - candidates will study the following as part of the in-depth study:

- * Britain 1929 - 1939 - including the political situation in Wales and England, financial crisis and depression and the changing life of women.

20% of overall A level mark

A2 - year 13

HY3 - this is a coursework unit. Candidates will have the opportunity to write an essay on a chosen topic of 3000 - 4000 words.

20% of overall A level mark

HY4 - candidates will complete an exam on the following topics:

- * General topic - International Relations 1945 - 1989 - including the origins of the cold war in Europe
- * Outline theme - Germany 1878 - 1989 - including the imperial Germany, the Nazi State and the collapse of the Berlin Wall and Unification
- * General topic - Britain Foreign policy 1929 - 1939 - including the policy of Appeasement and the outbreak of war

Where can it lead?

History opens many doors to future careers. It requires candidates to consider individual moral, ethical, social, cultural and contemporary issues. It promotes progression and provides a suitable foundation for the study of History and other related areas of study at further or higher education. It will develop candidates understanding of the nature of historical study and candidates will develop judgemental skills based on available evidence. Famous people who pursued history at degree level include Gordon Brown and Sacha Baron Cohen (aka Ali G!)

Extra-curricular activities

There will hopefully be an opportunity to attend visits and an overseas excursion.

Mr M Barnaby

LAW (Via Video-conference)

AS/A2 Law (Nelson Thornes Distance Learning)

Why study Law?

Not only is Law a fascinating subject but an AS or A2 in Law provides a thorough foundation for further study in Law or related subjects.

An understanding of Law is relevant to many areas of work:

- * The police
- * Business
- * Accountancy
- * Running your own business
- * Forensics - just like CSI
- * Criminal psychology

We will tell you where the law comes from - how it is made and by whom. You will also get to find out how the courts work and how criminals are dealt with. And most importantly, we will tell you how to get that dream job - be it judge, barrister, solicitor or legal secretary.

What will the course cover?

As and A2 level Law will provide you with an experience and understanding of the procedures of law and the legal system in England and Wales. As law is continually changing, this course is always developing in order to remain contemporary, and draws on stories and events from current affairs.

AS Level Modules

Two modules comprising of **legal structures and process and legal reasoning, methods and personnel.**

You will cover the following topics:

- * What is law?
- * How are our laws made?
- * How a case gets to court
- * How Europe governs us
- * Who are judges and magistrates?
- * How to become a lawyer
- * Who sits on a jury?

A2 Level Modules

Two modules comprising of **understanding substantive law; freedom, the state and the individual and understanding law in context; freedom, the state and the individual**

- * When and how the police stop, search and arrest
- * Your rights as a suspect
- * Murder and manslaughter - how to convict
- * Violent offences - GBH and ABH
- * Defences to crimes
- * Sentencing - the theory and the practice
- * Appeals and miscarriages of justice
- * The Crown Prosecution Service

What exams will I take?

AS level - two written exams 1hr 30mins each

A2 level - two written exams one 1hr 30mins and one 2hr 30mins

There is no coursework at either level but informal assessment is continuous throughout AS and A2 by regular marked assignments set by tutor.

The Nelson Thornes Distance Learning AS and A2 Law courses follow the WJEC specification.

How does distance learning via video conference work?

- * As a student taking AS or A2 via distance learning you will receive a one-hour video-conference tutorial with an NTDL tutor every week
- * The session will be held in school and you will be with other students who are studying the same course
- * The tutorial will be interactive giving you the chance to ask questions and discuss the work with both your tutor and your group
- * A retired City of London solicitor attends at the school one hour each week to help you with your studies
- * The rest of your work is completed through studying on your own or with others in your group; you will need to complete about 4 - 5 hours of independent study a week

What do I get out of it?

- * You will learn independent study skills, which are highly valued by universities and employers alike
- * You will be working with a smaller group that you would do in a normal class, which means that you will get more one-to-one tuition and a better chance of excelling in your chosen subject
- * You can work at your own pace when completing your independent study

MATHEMATICS

Why study maths?

A higher qualification in mathematics helps provide a stepping stone into many varied careers. Mathematicians may end up in engineering, banking, accounting, teaching, computing, meteorology, designing, physicists....the list is long! Whatever the career, a qualification in maths demonstrates a persons ability to think logically, solve problems and communicate clearly - vital skills in today's world. For the suitably motivated and able, there is the option of pursuing the study of mathematics for its own sake. Much 'cutting edge' mathematics has an importance on many other areas of study and work. Mathematics can exist without other subjects, but they cannot exist without mathematics - comments please!!

Who should consider it?

Anyone with an aspiration of entering one of the careers already mentioned, as well as a host of others should seriously consider the full A2 course. The AS course (which A2 students have to do anyway) stands on its own and will provide a useful qualification even for those not entering a career which involves a lot of maths.

What is expected?

The course (particularly A2) is quite demanding - as most A levels have to be. It helps if you have a good understanding of the higher tier GCSE course. Although much work is revisited this is rapidly built on. Modules are accompanied by set texts, containing the work relevant to that module. Suggestions for further reading will also be given giving an insight into the more contemporary and interesting areas of maths. There will be a steady stream of written exercises, which should be kept up with.

The course on offer

We offer the AS/A2 course as specified by Edexcel. Although the content is not much different from any other exam board - there is a 'core content' common to all - the specifications are clear and there is a wealth of published material to back this up.

The course is modular, allowing some flexibility. All students follow modules in core mathematical (c) and then have the option of studying mechanics (m) or statistics (s) - which are chosen according to the other AS/A2 subjects chosen and the students preferences.

The AS course consists of three modules; C1, C2 and M1. The A2 course consists of C3 and C4 and if possible will have the option of S1 or M2 and results in a qualification in mathematics.

Assessment

Internally, homework and tests will be set regularly, providing practice for the real exams which take place in January and June. Each external paper will be 1hr 30mins long and each paper carries equal weight when working out the overall grade.

Mr K Collins

MUSIC

What is A level Music about?

Do you....

- * love playing an instrument and performing?
- * like exploring and creating new music?
- * enjoy listening to music from a range of styles?
- * wonder about how and why music has developed the way it has?

If yes, then the A level Music course is for you! Where else can you play music, create and record your own music, listen to music in class, and learn about different styles of music?

What does the course consist of?

Students who choose to study A Level Music follow the WJEC specification (in collaboration with Newton High School). The course consists of three components:

Performing

Students are encouraged to develop their performance skills by playing a range of styles of music as a soloist and/or an ensemble member. At AS, students present a performance of 6-8 minutes. The requirement extends to 10-12 minutes at A2, allowing for a wider and balanced programme of music.

Composing

Students learn how to write for instrument(s) and/or voices, and how to develop musical ideas. At AS, students create two contrasting compositions lasting between 4 and 8 minutes. At A2, students similarly compose two contrasting compositions lasting between 6 and 10 minutes.

Appraising (Developing Musical Understanding)

This unit focuses on listening to music and understanding how it works. At AS, students study set pieces of music from the two topics: Western Classical Tradition (Orchestral Music), and Jazz, Rock and Pop. Pieces range from Bach's Brandenburg Concerto No.2 and Beethoven's Symphony No.5 through to Queen's Bohemian Rhapsody and Duke Ellington's Take The A-Train. At A2, students will study the set work – Concerto in G minor for Piano (Ravel) and in addition will focus on Music of the 20th/21st Century.

What might the subject lead onto?

The A level Music course provides an excellent basis for lifelong learning and for Higher Education courses in Music, and many students who take A level Music continue their studies at university. The three units of the course can lead to studies in performance, composition, musicology, ethnomusicology, sound engineering, conducting, popular music and jazz, and music education.

Mr K Burrows

PHYSICAL EDUCATION

Why study PE?

With increasing public awareness of the need for healthy and balanced lifestyles there are more and more opportunities for a career in the sport and leisure industry. Opting for physical education will provide you with a broad knowledge base to go on to a wide variety of career and further education options. The course aims to provide candidates with opportunities to combine a good theoretical knowledge base with practical performance in physical education. If you enjoy physical education and think it might be a path that you would like to consider once you leave John Beddoes then this subject is for you.

Summary of assessment

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below, in brackets, are expressed in terms of the full A level qualification. Marks are given as raw and uniform marks (UMS)

AS - year 12 (2 units)

PE1 50% (25%) internal assessment 50 marks (UMS 100)
 Improving performance in physical education
 Internal assessment - practical performance (30% of AS)
 Personal performance profile (10% of AS)
 Coaching or officiating (10% of AS)

PE2 50% (25%) 1hr 45mins written paper 50 marks (UMS 100)
 Active lifestyles and physical education
 External assessment - compulsory structured questions plus one question requiring extended writing.

A2 - year 13 (the above plus a further 2 units)

PE3 (25%) internal assessment 50 marks (UMS 100)
 Refining performance in physical education
 Internal assessment - practical performance (17.5%)
 Investigative research (7.5%)

EC4 (25%) 2hr written paper 50 marks (UMS 100)
 Performance, provision and participation in physical education
 External assessment section A - compulsory structured questions (15%)
 Section B - one question requiring extended writing from a choice of two (10%)

Miss Evans, Mr Hughes and Mr Jennings

PHYSICS

AQA course

The physics A level course is designed to reflect modern developments in physics and its applications. At the same time it provides a sound foundation for further study whilst remaining a standalone qualification of significant merit. We do encourage students who wish to pursue physics to university to also take A level Mathematics.

The course is very practical, encouraging students to discover, prove or explore for themselves how the world around us works.

Since I have been teaching at John Beddoes, everyone who completed the course passes - we have a 100% pass rate.

Structure of the course

The course is modular - three modules being taken as the AS course and a further three making up the A2 course. This allows a great flexibility as modules can be examined in January or in June of both years. There is no coursework, all work is assessed by written or practical examination.

AS - year 12

The three modules at AS are:

- * Unit 1 - particles, quantum phenomena and electricity
- * Unit 2 - mechanics, materials and waves
- * Unit 3 - investigative and practical skills

Each module is examined as a written paper, with unit 3 including a practical examination element counting for 20% of the AS mark.

A2 - year 13

The modules in the A2 course are:

- * Unit 4 - fields and further mechanics
- * Unit 5 - nuclear and thermal physics

Unit 5 includes an optional element chosen from astrophysics, medical physics, applied physics or turning points in physics

- * Unit 6 - investigative and practical skills

Unit 6 is a synoptic paper covers work from all of the AS and A2 areas of study

The choice of module studied at A2 is made by the students to reflect their interests and career, or further study needs.

These are more applied areas of study and as much work as possible is completed out in the community, for instance visiting hospitals, local industries or the local observatory. All units are examined as a written paper, with unit 6 including a practical examination.

Do you want to go to study more physics?

Physics is the starting point to many careers ranging from medical or sporting interests, thorough engineering music, journalism, computing and many more.

Did you know you could study physics and environmental science, physics and Spanish, physics with music, physics with study in Europe...the courses are almost endless.

Mrs W Maddocks

PSYCHOLOGY

Why study Psychology?

Psychology is the study of the mind, behaviour and experience. Studying the subject will give you a unique understanding into why people behave and think in a certain way and what causes human behaviour.

- * You will gain an insight into some of the key areas of psychology
- * You will be expected to explore reasons and motivation behind different areas of human behaviour
- * You will develop your analytical skills as you examine different issues in psychology, such as ethics, culture and gender
- * The course brings together explanations from different psychological approaches and engages you in issues and debates in psychology

Modules

The AS level modules comprise:

- * Cognitive psychology, development psychology and research methods
- * Biological psychology, social psychology and individual differences

The A2 level modules comprise:

- * A choice of topics in psychology
- * Psychopathology, psychology in action and research methods

What exams will I take?

As level: two written exams

A2 level: two written exams

There is no coursework at either level but informal assessment is continuous throughout As and A2 by regular marked assignments set by tutor.

TECHNOLOGY—PRODUCT DESIGN

Why study design technology?

The practical nature of this course and the large coursework content allow candidates to achieve their best potential, while following their own interests.

Information technology skills form an important part of the course, particularly computer aided design (CAD).

Assessment

This examination subject offers an excellent continuation to GCSE work and consist of:

AS - year 12

DT1 - written exam

DT2 - design and make tasks

A2 - year 13

DT3 - written exam

DT4 - design and make tasks

Where can it lead?

Key skills can be achieved as part of the design technology coursework.

Many industries are expecting candidates to have a broad based, flexible education with problem solving experience, to meet the demands of a rapidly changing technological society.

The design technology A level is recognised as a core part of many degree courses and many business projects require skills that involve design skills, research, modelling, modification, making skills. Many companies recognise the valuable skills a design technology student has and offer sponsorship to university candidates and excellent work experience.

How will you develop and what will you gain in addition to a qualification?

Product design is for people who love to know how things work, who love to create things and who want to influence the world around us.

By the end of the course we expect students to be able to design fully functional products, demonstrating technical, user, communication and manufacturing skills. Typically this might include abilities in:

- * Selecting materials and manufacturing processes considering issues such as cost and the environment
- * Designing functional and safe mechanisms
- * Considering user needs , ergonomics, aesthetics, creativity, culture
- * Drawing, computer aided design and model making

WELSH

A practical course taught alongside Newtown High School which provide opportunities for variety of teaching methods.

Why study Welsh

To speak Welsh, study Welsh culture and appreciate Welsh literature.

In today's climate having Welsh as a qualification is an essential asset for employment in Wales.

Summary of assessment

The course comprises of 6 units - 3 AS level and 3 A2 level

AS - year 12

CA1 - film and communication 20% external speaking exam

1. Welsh culture and media
2. Hedd Wyn (the film)
3. Themes from the film (love, humour, loss)

CA2 - written coursework 15% internal assessment

Produce a pack 2000 - 3000 words with a minimum of 4 different writing styles containing 1 piece completed under assessment conditions.

CA3 - language and poetry 15% written exam

1. Practical language tasks
2. Studies on set poetry

A2 - year 13

CA4 - drama and communication 15% speaking exam

1. Welsh culture and media
2. Play - Siwan
3. Themes from the play and Welsh experiences during the course

CA5 - short stories and translation 20% written exam

1. Studies on set texts
2. Translation

CA6 - language and poetry 15% written exam

1. Practical language tasks
2. Studies on poetry

WELSH BACCALAUREATE

120 UCAS points and NO EXAMS

Why do the Welsh Baccalaureate?

The Welsh Baccalaureate is an exciting qualification for students in Wales that adds a valuable new dimension to the subjects and courses already available for 14 to 19 year old students. It encourages independence and adds 'real life' experience to the curriculum.

It combines personal development skills with existing qualifications to make one wider award that is valued by employers and universities.

Employers value this qualification

The Welsh Baccalaureate is valued by employers who appreciate that it gives students the skills needed for work. They understand that it makes students more confident, better communicators and more able to work with people.

Universities recognise this qualification

Universities across the UK recognise the Welsh Baccalaureate qualification. The advanced Welsh Baccalaureate is valued at 120 UCAS points (the same number of points as an A grade at A level) when achieved as part of the full Welsh Baccalaureate qualification, on top of the UCAS points students earn through their options subjects. It is included in university offers and helps students improve their 'personal statement' on applications.

What does the course involve?

To fulfil the requirements of the qualification students must complete a core programme of activities, along with options, which you choose from established academic or vocational qualifications. Students options are selected from established courses such as AS/A2 levels, BTEC or NVQ's.

The core programme helps students develop key skills through a greater breadth and balance of experience. It improves students existing skills and builds on their interests. Students take part in practical activities, because the emphasis is on learning by doing.

There are five components in the core:

Essential Skills Wales and Wider Key Skills - The Essential Skills Wales are communication, application of number and IT. The Wider Key Skills are improving own learning and performance, working with others, problem solving. Students develop these through their options and the four components below.

Wales, Europe and the World - a chance to learn more about Wales and its relationship with Europe and the World. This includes a language module at a level suitable for the student.

Work-related Education - includes working with an employer, and taking part in a team enterprise activity to help the student understand how businesses work.

Personal and Social Education - allowing the student to explore vital personal questions in the modern world; the family, health, relationships, citizenship and sustainable development. The student will be required to engage in an activity in the local community.

Individual Investigation - an opportunity for the students to carry out personal research into an area of interest from their optional studies or the core programme.

Students have the chance to experience a wide range of activities, regular guest speakers and visits.

Miss D Evans

PARTNERSHIP PROVISION

BTEC Level 3 Qualifications (equivalent to A level qualifications)

Below are the course offered in partnership with Coleg Powys and Newtown High School. Please see Mr Wardell for further information on the courses or visit www.coleg-powys.ac.uk.

Coleg Powys

Business Studies
Travel and Tourism
ICT Media (Interactive)
ICT Media (Games Development)
ICT Media (TV and Film)
Hospitality and Catering
Childcare
Health and Social Care
Land-based
Performing Arts (Musical Theatre)
Performing Arts (Dance)
Public Services

Newtown High School

Engineering
Music Technology
Fashion and Clothing