



Bedales Sixth Form

Information for students and parents

Welcome to Bedales Sixth Form

The Sixth Form at Bedales offers an unusually broad and stimulating environment in which to spend the final years at school and to prepare for life beyond. Serious academic responsibility and opportunities for leadership combine to create a challenging and rewarding experience.

As a school that enjoys being at the more independent end of the independent sector, review and renewal is very much in our veins. We use this to strengthen further the breadth of the Sixth Form offering, and ensure we maximise the opportunities for students to progress to their chosen higher education institutions or other preferred paths.

This brochure is designed to inform you about the unique Bedales Sixth Form experience, but it is just the beginning of the conversation and we welcome further questions from you.

Chloe Hamill

Head of Sixth Form



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The Sixth Form Experience

*The Sixth Form experience at Bedales is characterised
by academic rigour, personal development and
community involvement.*

Life in the Sixth Form



196
Sixth Form students

80% Boarding **20%** Day

30% of 6.1 (Year 12) students
join from other schools

Bedales is a distinctive place to study. Life in the Sixth Form is characterised by a combination of academic rigour, personal development and community involvement. Whether a boarder or a day student, Sixth Form students are encouraged to take on greater responsibility and independence, both in their studies and in their contribution to the school community in preparation for life beyond Bedales.

Life as a boarder

Boarding is at the heart of Bedales: it is based on the principles of sharing, responsibility for self and others, and community living. In the Sixth Form specifically, boarding is particularly popular option; 80% of Sixth Form students are boarders.

The structure of boarding at Bedales means that there are no competing houses, and students are encouraged instead to think of themselves as members of the whole community. Bedales is organised into three boarding houses: a girls' boarding house and a boys' boarding house, where Sixth Form students board in 6.1 (Year 12), and a co-educational house for pupils in 6.2 (Year 13).

Boarders are supported by Houseparents and Boarding Assistants in the boarding houses, who play an important role in

creating a nurturing, safe and supportive living environment. For more information about the pastoral and wellbeing structures in place to support students, see page 45.

Mixed-age dorms

The girls' and boys' boarding houses are organised into mixed-age dorms, where students from Block 3 (Year 9) to 6.1 (Year 12) share a room. This arrangement is designed to break down barriers between age groups, encouraging a more familial atmosphere, where older students can support younger ones.

For 6.1 students, mixed-age dorms also provide an opportunity to take on the role of 'Dorm Mentor', acting as a supportive role model for younger students. Dorm Mentors lead by example, show respect for the school and boarding house, and work with Houseparents to monitor the general welfare of students in their dorms.

6.2 Flat

In their final year of Sixth Form, boarders move to 6.2 Flat, a co-educational boarding house which more closely resembles the living experience at university, providing a transitional phase that prepares students for life beyond school.

6.2 Flat features co-educational social spaces, where students can relax, socialise and work together, as well as separate dormitories and bathrooms to ensure privacy while maintaining a respectful and healthy communal living experience.

Students in 6.2 enjoy greater independence, such as going out for dinner in Petersfield once a week (with houseparents' prior permission). Such freedoms carry considerable responsibility and greater domestic involvement - students on 6.2 Flat are expected to do their own laundry, for example - to prepare students for life after Bedales.

Day students

Day students are an integral part of the school community and experience the same rich and varied educational opportunities as boarders. Day students participate in the full range of classes, enrichment and co-curricular programmes offered, and are fully integrated into academic and social life at the school.

After lessons have finished, day students are welcome to stay on-site to have supper, study, take part in an activity or attend



“The fact that students and staff can work so closely together, and as students we can voice our opinions, is something that I don’t think you get in many schools”

SIXTH FORM STUDENT

an event. Like boarders, they are encouraged to participate in school events, performances and social activities, building strong relationships with fellow students and teachers.

Day students have access to spaces where they can study, relax and socialise during free periods or after lessons have finished for the day, including the Sixth Form Studies and Social Space, so they can immerse themselves fully in school life.

Day students are supported by Day Houseparents and a Day House Assistant, who are located in the Day Common Room (DCR). This social hub, situated at the heart of the Senior School, is a welcoming space for day students of all ages to relax, socialise and speak to staff.

The school day

The school day at Sixth Form reflects the school day at Bedales Senior, with lessons timetabled from 9am - 5.30pm. As well as academic lessons, there are two activity slots each day, named after the founders of the school: Badley Time in the afternoon and Powell Time in the evening. Students can use these slots to pursue a range of co-curricular activities. For more information about the activities available to Sixth Form students, see page 39.

Sixth Form socials

Socials are a vibrant part of life in the Sixth Form, combining fun, creativity and community spirit. Ranging from informal get-togethers to themed suppers and cultural evenings, the socials are tailored for students in their final years of school and create a sense of camaraderie and inclusiveness among the students.

Student Voice

Student voice and leadership is integral to the Bedales community ethos, reflecting the vision of the school's founder, John Badley, whose early innovations emphasised the importance of pastoral care and student voice.

All Bedales students are encouraged to be active participants in the school community. In the Sixth Form, there are a number of leadership opportunities open to students. In the roles of Head Students, Badley Mentors and Academic Dons, students represent the student body and help to create a collaborative environment where students learn the value of responsibility and community engagement.

School Council

Established in 1916, our School Council was one of the first in the country. Today, it is made up of student representatives from Block 3 (Year 9) to 6.2 (Year 13), who meet weekly to discuss school issues, propose changes and provide feedback on school life. Through School Council, the views of students are heard and considered in the school's decision-making processes.

There are a variety of other councils and forums for students to participate in. Through Flat Council and the Day House Council, for example, boarders and day students can voice their ideas and concerns about school life, while the Food Forum enables students to give input about menu choices.

Head Students

Head Students play an important role in the Bedles community, representing the school, acting as a role model to their peers and leading student initiatives. Head Students help to promote a culture of mutual respect, responsibility and active engagement.

The Head Student team comprises four 6.2 (Year 13) students who are democratically elected by the student body following a rigorous appointment process at the end of the previous academic year. All students are welcome to apply for a role on



the Head Student team. The application process includes several rounds, culminating in a hustings and online election.

Badley Mentors

Badley Mentors, named after the school's founder, are 6.2 students who provide guidance and support to Block 3 (Year 9) students, helping them to navigate school life.

Selected for their maturity, empathy and leadership abilities, Badley Mentors receive training to act as role models and offer advice, encouragement and a listening ear to their mentees. As well as providing valuable support to younger students, the role enables Sixth Form students to develop important life skills such as responsibility, communication and leadership.

Academic Dons

Academic Dons are 6.2 student representatives of an academic subject or another area of the school, such as the Bedales Events programme. Academic Dons act as a link between students and staff, sharing feedback and ideas, and support department initiatives and events.

Facilities

At Bedales, Sixth Form students have access to an excellent range of facilities, which support their academic, creative and personal development. Areas to study, perform, create, exercise, relax and reflect are housed in outstanding examples of Arts and Crafts architecture, award-winning contemporary buildings and picturesque outdoor spaces. Set in a 120-acre estate at the heart of the South Downs National Park, Bedales' facilities create an environment ideal for students to develop their talents, pursue their passions and prepare for future endeavours.

Sixth Form Studies

The Sixth Form Studies is a modern, dedicated space designed to support the academic needs of 6.1 (Year 12) students. Shared studies are equipped with desks and noticeboards where students' can focus on their studies independently and collaboratively. There are also communal spaces for larger groups to work together. In 6.2 (Year 13), boarders have a desk in their dorm on 6.2 Flat. Day students are also given a desk on 6.2 Flat.

Sixth Form Social Space

Located alongside the Sixth Form Studies, the Sixth Form Social Space provides a relaxed area where Sixth Form students can unwind and socialise. Furnished with sofas and tables, the light



and airy space is also equipped with a kitchen area. In the Summer term, students can enjoy the outdoor veranda overlooking the Orchard, a picturesque setting at the centre of the school where students can study or simply enjoy the warmer weather.

Library

Bedales' Grade I listed Memorial Library, designed by the prominent Arts and Crafts architect and designer Ernest Gimson, is a focal point at the centre of Bedales Senior School. Stocked with 33,000 books, it is the ideal environment for quiet research and study. The Library provides access to a wide range of materials, including various periodicals and an online database of newspapers suitable for Sixth Form students' studies and projects.

Sport

Students have access to a range of sports facilities at Bedales, including a sports hall, well-equipped gym, outdoor pitches, tennis courts and indoor swimming pool, suitable for a variety of



team and individual sports. The facilities facilitate involvement in sports teams, create a sense of community through inter-year competitions - such as the annual 6.1 vs 6.2 football match - and provide students with a balance to academic demands.

Olivier Theatre

Bedales' award-winning Olivier Theatre provides students with a unique performance space to explore and express their talents in Drama, Dance and other performing arts. The Theatre hosts student productions throughout the year, including the Sixth Form Show, Bedales Dance Performs and Bedales Rock Show, as well as the Bedales Events programme of visiting theatre, dance and music productions and talks. Students also have the opportunity to gain practical experience in various aspects of stagecraft, including lighting, costume and set design.

Art & Design Building

The Art & Design Building, opened in 2016, is an award-winning, inspiring space designed to nurture artistic exploration and development. Open to all students, the building is home to well-equipped studios and workshops, enabling students to explore various disciplines. On the first floor, students will find a series of open and interconnected art studios that enable teaching and independent study, and on the ground floor, teaching spaces and workshops for design subjects.

Music

Students can access practice rooms in the Music Studio for individual music practice or to rehearse as an ensemble. The Rock Studio, a relaxed rehearsal space and recording studio, is also open to students interested in all musical genres.

Drama & Dance Studios

The Dance and Drama Studios, which opened in 2021, offer state of the art facilities only a stone's throw from the Theatre. Available for Sixth Form students to rehearse A Level, enrichment and co-curricular pieces during activity slots and in the evenings, these bright open spaces provide a fantastic environment for the creation of group and individual pieces.



A Levels

At Bedales, students can choose from a varied range of subjects to build a bespoke A Level programme that suits their individual interests and aspirations.

Choosing an A Level programme

At Bedales, students can choose from a range of A Level subjects to build an A Level programme that reflects their interests and aspirations. Although precise programmes of study vary, it is expected that students will take three A Level subjects. Some students may wish to consider taking an additional fourth subject and in such cases, suitability should be discussed with Bertie Cairns, Deputy Head (Academic).

General entry requirements

Sixth Form applicants must be judged capable of attaining at least three A Level passes at Grade C or above. Entry into Sixth Form is conditional on a student achieving an average of Grade 6 across their GCSEs/BACs, including Grade 6 or above in Maths or English Language (or equivalent). Entry requirements for specific subjects are included on the faculty pages.

When selecting students for the Sixth Form, we are looking for enthusiastic learners with the desire to participate in co-curricular activities and the broader communitarian life of the school.



A Level A-Z

Art	11
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Music Technology	33
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Faculty of Art and Design

Art

A Level Art offers something of value to a wide range of students and not only those who might choose a future career in the creative arts. The course integrates practical work, art history and contextual studies. It is designed to be a mix of traditional, digital media and contemporary conceptual practices. There is an emphasis on drawing but students engage in various techniques, including mark-making in both wet and dry media, collage and mixed-media, casting, ceramic construction, glazing, a range of silk screen and intaglio processes, photographic processes and digital manipulation.

ASSESSMENT

1. Personal Investigation (60%)

For this coursework component, students produce a portfolio of practical work based on an idea, issue, theme or concept of their choice, along with a related study (guided minimum of 1000 words) demonstrating their ability to critically analyse and contextualise their own artwork and that of others.

2. Externally Set Task (40%)

Students receive a paper containing a choice of thematic starting points. They are required to choose one starting point and research, plan and develop their ideas for their response, followed by a 15-hour supervised period in which they produce their final artwork.

WHERE DOES THE COURSE LEAD?

Taught with art school foundation and direct entry degree programmes in mind, the course enables students to build a portfolio that can be used to successfully apply to art schools and universities. The course prepares students for specialisation in a range of areas such as Fine Art, Graphic Design, Printmaking, Photography, Ceramics, Illustration, Architecture, Fashion Design,



Stage & Theatre Design, Film and Media.

ENTRY REQUIREMENTS

- **Minimum:** 6 in Art
- **Advised:** 7 in Art
- **If not studied before:** Substantial portfolio of work

Exam board: OCR

Head of Department: Daniel Preece

Design (Product)

A Level Product Design is a creative and thought-provoking qualification that gives students the practical skills, theoretical knowledge and confidence to succeed in a range of careers, especially those in the creative industries.

The course covers historical, social, cultural, environmental and economic influences on design and technology, while enjoying opportunities to put their learning into practice by producing prototypes of their choice. Students gain a real understanding of what it means to be a designer, alongside knowledge and skills sought by universities and employers.

ASSESSMENT

1. Non-exam assessment (50%)

Students create a personal project to showcase their skills in product design, from initial ideas to the final product. Their portfolio documents this journey, including sketches, development, and a final piece, enriched with research, analysis, and evaluation, demonstrating their understanding and application of design principles.

2. Paper 1 (30%)

This written exam is two hours and 30 minutes long and requires students to answer a mixture of short and extended response questions about technical principles.



3. Paper 2 (20%)

In this one hour and 30 minute-long paper, students are required to answer a mixture of short and extended response questions about designing and making principles.

WHERE DOES THE COURSE LEAD?

There is a strong record of Bedales students continuing their design related studies at university and in recent years students have been offered places on courses in Architecture, Product Design, Industrial Design, Design engineering, Furniture, and Automotive Design. Design is a popular subject taken seriously within the school ethos and the department has numerous prominent professional designers amongst its alumni.

ENTRY REQUIREMENTS

- **Minimum:** 6
- **Advisory:** 6 in Maths
- **If not studied before:** Substantial portfolio of work

Exam board: [AQA](#)

Head of Department: Alex McNaughton



Design (Fashion)

Following the OCR A Level Art and Design syllabus, this course offers a comprehensive exploration of textile design and techniques. It covers fabric manipulation, dying, printing, embroidery and garment construction, encouraging creativity. Students learn through practical work, integrating historical and contemporary textile contexts, and develop both technical skills and artistic vision.

ASSESSMENT

1. Personal Investigation (60%)

Students produce a portfolio of practical work based on an idea, issue, theme or concept of their choice, along with a related study (guided minimum of 1000 words) demonstrating their development, creativity and understanding of textiles.

2. Externally Set Task (40%)

Students receive a paper containing a choice of thematic starting points. They are required to choose one starting point and research, plan and develop their ideas for their response, followed by a 15-hour supervised period in which they produce their final outcome.

WHERE DOES THE COURSE LEAD?

This A Level equips students with the skills for creative industries. There is a strong record of Bedales students continuing their design related studies at university and in recent years students have been offered places on courses in Fashion and Jewellery Design.

ENTRY REQUIREMENTS

- **Minimum:** 6
- **If not studied before:** 6 in Art or substantial portfolio

Exam board: OCR

Head of Department: Louise Fellingham

Photography

The A Level Photography course provides the scope and framework for students to develop key skills and prepare them to work independently through personal projects and collaborative projects across the school. The course is built around formal elements of image making, including composition, lighting, image manipulation and print. Students are introduced to the use of camera equipment and lenses, lighting, exposure techniques and digital manipulation. Areas of study include portraiture, still life and landscape photography. Students will develop personal projects to create a portfolio of images, expressing their creativity and artistic journey.

ASSESSMENT

1. Personal Investigation (60%)

Students produce a portfolio of photographic work based on an idea, issue, theme or concept of their choice, along with a related study (guided minimum of 1000 words) demonstrating their development, creativity and understanding of photography.

2. Externally Set Task (40%)

Students receive a paper containing a choice of thematic starting points. They are required to choose one starting point and research, plan and develop their ideas for their response, followed by a 15-hour supervised period in which they produce their final outcome.

WHERE DOES THE COURSE LEAD?

A Level Photography is useful for specialised courses in Photography and broader Art, Design and Media courses where visual communication and creative skills are valued.

ENTRY REQUIREMENTS

- **Minimum:** 6 in Art
- **If not studied before:** Substantial portfolio of work

Exam board: OCR

Head of Department: Daniel Preece



Department of Drama and Dance

Dance

A Level Dance is an academic and practical pursuit for students, focusing on contemporary dance and exploring historical and current dance practices. Classes are structured to enhance performance, creativity, and appreciation of dance. Regular technique classes aim to refine performance skills, while creative sessions delve into choreography. Theory classes are designed to sharpen analytical skills in dance.

To further personal development, students are encouraged to participate in extracurricular dance activities. These include major dance events like the Youth Dance Platform, Bedales Dance Performs, and Parents' Day Dance Display, along with various dance workshops, residencies, and additional classes in ballet, tap, modern, street, and contemporary dance.

ASSESSMENT

- 1. Component 1 - Performance and Choreography (50%)**
In this practical exam, students are assessed on a solo performance linked to a specified practitioner within an area of study; performance in a quartet; and group choreography.
- 2. Component 2 - Critical Engagement (50%)**
In this written paper, which consists of two sections of short answer and essay questions, students are assessed on their knowledge, understanding and critical appreciation of two set works: *Rooster* (1991), choreographed by Christopher Bruce, area of study: Rambert Dance Company (1966-2002); and *Sutra* (2008), choreographed by Sibi Larbi Cherkaoui, area of study: the independent contemporary dance scene in Britain (2000-current).

WHERE DOES THE COURSE LEAD?

Dance is a dynamic linear qualification that encourages students



to develop their creative responses and intellectual capacity, together with a variety of transferable skills such as leadership, communication and teamwork that are regarded as essential in higher educational and will follow through into the workplace in whatever career choice a student makes.

ENTRY REQUIREMENTS

- **Minimum:** 6
- **If not studied before:** 6 in Drama and equivalent proficiency in Dance

Exam board: [AQA](#)

Head of Department: Liz Wood

Theatre & Drama

A Level Drama and Theatre is an excellent course made up of three components, with practical exploration embedded throughout. The Eduqas specification promotes involvement in and enjoyment of drama as performers and/or designers. Students can develop their practical skills in both fields or concentrate on their preferred option. They are also given the opportunity to develop their skills as theatre directors.

The course gives us the freedom to study and choose a wide range of study texts from different historical periods, and enables students to work and develop in a breadth of genres and styles, often exploring theatre companies and practitioners which are usually only introduced at university level.

ASSESSMENT

1. Component 1 - Theatre Workshop

Students are assessed on either acting or design by participating in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text supplied by the exam board. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.

2. Component 2 - Text in Action

Students create, develop and perform two pieces of theatre based on a stimulus supplied by the exam board: a devised piece using the techniques and working methods of an influential theatre practitioner or a recognised theatre company, and a naturalistic interpretation of a contemporary text of their own choice.

3. Component 3 - Text in Performance

In this open text written exam, which is linked to the practical study of the subject, students will answer two questions based on two different texts, one written pre-1956 and the other written post-1956. Our current performance texts studied are *Machinal* by Sophie Treadwell and *Chimerica* by Lucy Kirkwood. Students must also answer a question based on a specified extract from

The Curious Dog of the Incident in the Night-Time by Mark Haddon, adapted for the stage by Simon Stephens.

WHERE DOES THE COURSE LEAD?

Drama and Theatre A Level can lead to a range of degree courses, including Drama and Performance at conservatoires and universities. Drama can also develop students' confidence, communication and teamwork skills, desirable transferable skills which are useful for a range of degree courses and careers.

ENTRY REQUIREMENTS

- **Minimum:** 6
- **Advisory:** 6 in English
- **If not studied before:** 6 in English

Exam board: [Eduqas](#)

Head of Department: Hayley Cole



English Literature

The A Level English Literature course is challenging yet rewarding, focusing on critical reading, analytical essay writing, and confident literary discussion. Students explore a wide range of texts, including Shakespeare, poetry, and prose from both pre- and post-1900 eras, providing a comprehensive understanding of the literary canon. Contemporary texts are also studied.

For students intending to read English at university, there's an advanced course in 6.2 (Year 13) covering demanding texts. Although creative writing isn't part of the formal assessment, the English department provides enrichment opportunities like creative writing workshops, interactions with professional writers, participation in prestigious competitions, and contributing to *The Poet's Stone*, an annual anthology of students' creative work.

ASSESSMENT

1. Component 1 - Drama (30%)

In preparation for this written paper, students study one Shakespeare play and one other drama from either tragedy or comedy, as well as critical essays related to their selected Shakespeare play. They are assessed on two essay questions on the Shakespeare play and other drama.

2. Component 2 - Prose (20%)

For this written paper, students study two prose texts from a chosen theme, one of which must be pre-1900, and answer one comparative essay question from a choice of two on their selected theme.

3. Component 3 - Poetry (30%)

Students study poetic form, meaning and language, a selection of post-2000 specified poetry and a specified range of poetry from a literary period (either pre- or post-1900) or a named poet from within a literary period



in preparation for this written paper. They are assessed on their responses to a comparative essay question and an essay question.

4. Non-examination assessment (20%)

Students produce an extended comparative essay (2500-3000 words) referring to two texts of their choice. The texts must be different from those studied in previous components; must be complete texts and may be linked by theme, movement, author or period; and may be selected from poetry, drama, prose or literary non-fiction.

WHERE DOES THE COURSE LEAD?

A Level English Literature is recognised and highly valued by universities and employers as a useful and rigorous subject. It can lead directly to a highly regarded Literature degree or a degree combined with other subjects, such as Creative Writing, Drama, History, Law and Media.

ENTRY REQUIREMENTS

- **Minimum:** 6 in English Literature
- **If not studied before:** 6 in English Language

Exam board: [Edexcel](#)

Head of Department: David Anson

Independent study

Extended Project Qualification (EPQ)



The Extended Project Qualification (EPQ) is an A Level standard standalone qualification designed to extend and develop students' abilities beyond the A Level syllabus and prepare for university or their future career.

It is an exciting opportunity for students to delve into a topic of their choice, going beyond the confines of the curriculum to produce a self-directed project under the guidance of a member of staff acting as their mentor or supervisor that allows them to explore an area of personal interest or one that complements their academic studies.

Worth half an A Level (28 UCAS points), it can be taken alongside a programme of three A Levels. The EPQ not only supports the development of independent research skills but also enhances critical thinking, project management, and presentation abilities.

ASSESSMENT

The EPQ is entirely flexible as each student is able to tailor their project to fit their individual needs, choices and aspirations.

Students must produce a dissertation, report, artefact, performance or design over the course of the first two terms.

They will produce a portfolio that contains supporting evidence for each of the four assessment objectives (Management and Planning; Use of Resources; Development and Realisation; and Review and Reflection), which must include at least one piece of extended written evidence, as well as evidence supporting project management, research and development of the project, the final outcome and ongoing reviews of the project.

Students are also required to give a presentation to a non-specialist audience at the end of the Spring term as part of their assessment.

WHERE DOES THE COURSE LEAD?

The EPQ is a highly respected, versatile qualification that can strengthen university applications, support the development of key academic skills, personal growth, and a clearer understanding of future academic and career pathways.

Exam board: OCR

Head of Department: Jo Mayhook-Walker

Faculty of Humanities

Business

Business A Level gives students the skills and information required to understand how businesses are created, managed and become successful. Comprising four themes - Marketing and People; Managing Business Activities; Business Decisions and Strategy; and Global Business - it is a dynamic course, which investigates the practical application of business concepts by exploring events in the business world and relating these to business theories and practice. It studies how businesses function and looks at the work of various departments including finance, human resources, marketing and production.

ASSESSMENT

- 1. Paper 1 - Marketing, People and Global Businesses (35%)**
This two-hour paper covers topics such as marketing, human resources and global business environments, and includes a mix of data response and extended open response questions.
- 2. Paper 2 - Marketing, People and Global Businesses (35%)**
This two-hour paper covers business finance, operations, strategic decision making and influences on business, and includes a mix of data response and extended open response questions.
- 3. Paper 3 - Investigating Business in a Competitive Environment (30%)**
Also two hours long, this paper brings together students' knowledge from across the course, with a focus on investigating businesses in competitive environments. It largely consists of case studies and scenario-based questions.

WHERE DOES THE COURSE LEAD?

Business A Level is well regarded by many universities and provides a strong foundation for further studies in business



related degrees such as Marketing, Finance and Human Resources, as well as supporting studies in specialist areas such as Sports Management and Fashion Management.

ENTRY REQUIREMENTS

- **If not studied before:** 6 in Maths

Exam board: [Edexcel](#)

Head of Department: Michelle Cooke

Classical Civilisation

Classical Civilisation offers a comprehensive exploration of ancient civilisations from the 7th Century BC to the 5th Century AD. It is a versatile subject that encompasses various aspects of the ancient world, including literature, history, philosophy, art, and archaeology of classical antiquity.

Classical Civilisation A Level provides fascinating insight into worlds that are entirely different from our own and yet simultaneously the very foundation of Western Civilisation. Students will study material from both Greece and Rome and their surrounding worlds, drawn from diverse time periods ranging from Archaic Greece to Imperial Rome. This material will encompass aspects of literature, culture and classical thought in their respective social, historical and cultural contexts.

ASSESSMENT

1. Component 1 - The World of the Hero (40%)

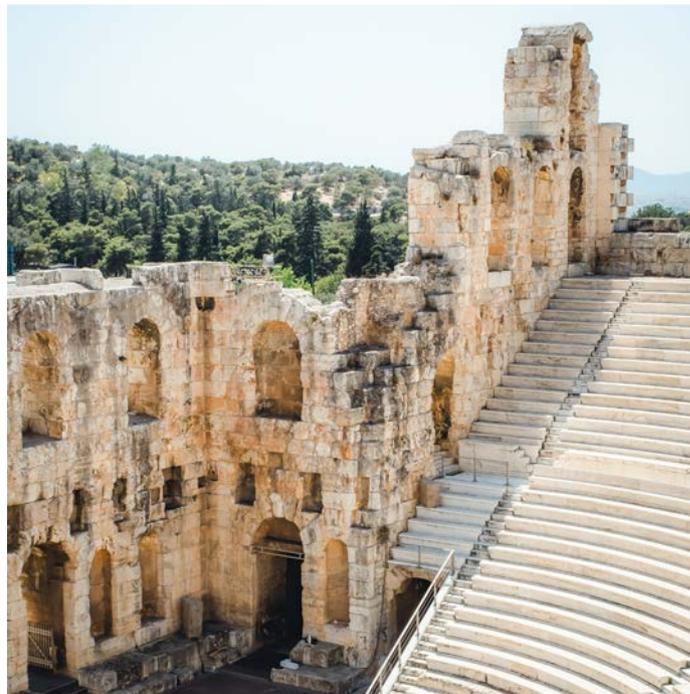
For this compulsory component, students study either Homer's *Iliad* and Virgil's *Aeneid* and the contexts in which they were created. The poems of Homer were considered by the Greeks themselves to be a foundation of Greek culture, standing as they do at the beginning of the Western literary canon. Students' understanding is assessed in a written exam (2 hours 30 minutes), comprising two analytical passages with essays arising from them, plus a link question and a choice of final essay.

2. Component 2 - Invention of the Barbarian (30%)

This component enables students to explore how the Greeks saw themselves as distinct from their 'barbarian' neighbours. With issues of race and stereotypes so prevalent in the modern world, this component raises matters which will resonate with learners and encourage them to think about their own society and beliefs. Students are assessed in a written exam (1 hour 45 minutes), comprising short, stimulus and essay questions.

3. Component 3 - Love and Relationships (30%)

In this component, students have the opportunity to



recognise and relate to the passions, frustrations and delights of love in the ancient world through their study of a selection of poems by Sappho and Plato's philosophical teachings on love and relationships (Ancient Greece), as well as Ovid's *Ars Amatoria Book III* and Seneca's philosophical teachings on love and relationships (Ancient Rome). They are assessed in a written exam (1 hour 45 minutes), which consists of a combination of short, stimulus and essay questions.

WHERE DOES THE COURSE LEAD?

A Level Classical Civilisation is recognised as an 'informed choice' by Russell Group universities. It lays a strong foundation for further study in fields like History, Literature, Philosophy, Archaeology, and Languages at university. The skills developed, such as critical thinking, analytical reasoning, and cultural understanding, are highly valued in a range of careers.

Exam board: OCR

Head of Department: Mary-Liz Houghton

Economics

A Level Economics is a comprehensive course that delves into both microeconomics and macroeconomics. It covers fundamental economic principles, including supply and demand, market structures, and economic efficiency. Students explore individual markets and their behaviours, examining how different market structures impact efficiency and equity. The course also addresses macroeconomic concepts like economic performance, fiscal and monetary policy, and international economics. Students learn to analyse economic data, understand the impact of economic policies, and evaluate economic models.

ASSESSMENT

1. Paper 1 - Markets and Business Behaviour (35%)

This two-hour paper focuses on microeconomic topics such as market structures, market failure and business behaviour, with a mix of short-answer, data response and essay questions.

2. Paper 2 - The National and Global Economy (35%)

This paper is two hours in length and covers macroeconomic concepts such as economic performance, fiscal and monetary policy, and international economics. It includes a mix of short-answer, data response and essay questions.

3. Paper 3 - Microeconomics and Macroeconomics (30%)

This paper synthesises microeconomic and macroeconomic understanding. Students will apply, analyse and evaluate economic concepts and theories to pre-released material to data response and extended open-response questions.

WHERE DOES THE COURSE LEAD?

A Level Economics provides a strong foundation for various degree courses, including Economics, Business, Management, Finance, Accounting, Law and Politics.

ENTRY REQUIREMENTS

- **Minimum:** 7 in Maths

Exam board: [Edexcel](#)

Head of Department: Michelle Cooke



Geography

A Level Geography allows students to go into greater depth in some key elements previously studied at GCSE/BAC Geography. The course covers both the physical and human environments and the complex interaction of processes that shape our world. It will also, importantly, show the applied side of the subject - how human intervention affects the environment and how people adapt and mitigate the effects of processes on their environment.

There is plenty of room for discussion and extended research, which will help students become independent thinkers and learners. By the time the students get to their exams, they will be able to show their understanding of a range of opinions and be able to illustrate their answers with case studies from local, national and international examples.

ASSESSMENT

1. Paper 1 - Physical Geography (40%)

In this paper, students cover topics including water and carbon cycles and coastal systems and landscapes. It includes a mix of short answer, extended and data response questions.



2. Paper 2 - Human Geography (40%)

This paper covers topics such as global systems and governance, changing places, population and the environment, and includes data response and essay questions.

3. Geography Fieldwork Investigation (20%)

Students carry out a 3,000-4,000 word investigation based on primary and secondary data collection of a topic of their choice, allowing them to explore an area of interest in depth. Students formulate their hypothesis/question and collect, present and analyse data, from which they draw conclusions in order to answer their investigation question.

WHERE DOES THE COURSE LEAD?

A Level Geography supports the development of analytical, research, and critical thinking skills useful for a range of degree courses and careers. A Level Geography can lead to university courses in disciplines such as Geography, Environmental Science, Urban Planning and related social sciences.

ENTRY REQUIREMENTS

- **Minimum:** 6
- **If not studied before:** 6 in English and Maths

Exam board: [AQA](#)

Head of Department: Matt Meyer



Global Perspectives and Research

The Global Perspectives and Research A Level is an engaging course that helps students develop key skills in critical thinking and research, while broadening their understanding of the world. The course focuses on international issues such as environmental concerns, education, and ethics, and encourages students to explore these topics from multiple perspectives, carrying out independent and group research. The course also gives students the opportunity to improve their writing and presentation skills through projects and reports.

ASSESSMENT

1. Component 1 - Written Exam (18%)

This exam is one hour and 30 minutes long, and requires students to answer a mix of short, long and essay questions based on source documents provided. Students are assessed on their thinking and reasoning skills focused on analysing and evaluating arguments, interrogating evidence and contexts and comparing perspectives centred on global issues.

2. Component 2 - Essay (16%)

Students write an 1750-2000 word essay on a global issue of their own choice from topics studied during the course, exploring arguments that respond to the issue from different global perspectives.

3. Component 3 - Team Project (16%)

Students work in groups of two to five to identify a local problem that has global relevance. The group should outline their local problem in a single statement that allows them to address contrasting perspectives on the issue, and each team member must research and give a presentation on a perspective. Students must also write a reflective paper on a effectiveness of the team project and their individual learning.

4. Component 4 - Research Report (50%)

Students complete a research project on a topic and question of their own choice. The project comprises a report of up to 5000 words, supported by a research log that records information related to the research process and reflections on their research findings and decisions.

WHERE DOES THE COURSE LEAD?

An increasing number of UK and international universities are providing statements of recognition for A Level Global Perspectives and Research. The course is considered excellent preparation for undergraduate study as it gives real evidence of independent, critical thinking.

ENTRY REQUIREMENTS

- **Minimum:** 6 in English Language
- **If not studied before:** 6 in English Literature

Exam board: [Cambridge International](#)

Head of Department: Abi Wharton





History

A Level History is intended to be engaging, rewarding and historically rigorous. At the heart of success at A Level is a sense of intellectual ownership and engagement.

At Bedales we follow the OCR History syllabus, chosen because it allows for high levels of academic engagement. During the two-year course, students study the history of Britain at the turn of the 19th century, South Africa from 1948-1999, and Russia and its rulers between 1855-1964. In 6.2, students also carry out an independent project on a topic of their own choice.

ASSESSMENT

Unit 1 - British Period Study and Enquiry (25%)

Students study topics Edward VI and Mary I 1547-1558 and Elizabeth I 1558-1603 for this unit which is assessed in two parts in a written exam that requires students to analyse and evaluate four primary sources in their historical context and answer an additional essay question.

Unit 2 - Non-British Period Study (15%)

Students study South Africa, 1948-1999, in preparation for this paper, which requires them to answer one two-part question

from a choice of two, comparing two factors and making a judgement about their relative importance before writing an essay on a different part of the period.

Unit 3 - Thematic Study and Historical Interpretations (40%)

In preparation for this paper, students study Russia and its Rulers, 1855-1964. The paper is divided into two parts; for the first section, students are required to read two extracts from historians about one of the three depth studies specified and write an essay explaining which is more convincing, and for the second, they will answer two essay questions from a choice of three, covering the whole period studied.

WHERE DOES THE COURSE LEAD?

A Level History is useful for students who wish to pursue degrees in subjects such as History, Politics, Law, International Relations, Sociology and English Literature.

ENTRY REQUIREMENTS

- **Minimum:** 6 in History and English
- **If not studied before:** 6 in English

Exam board: OCR

Head of Department: Nick Meigh

Politics

A Level Politics involves studying the science of government and the practice of conducting political affairs. Since political structures and processes have a profound effect on people's lives, they are well worth studying. The course covers the Government and Politics of the UK, Global Politics and Political Ideas, including Liberalism, Conservatism, Socialism and Anarchism. Students will need to develop understanding of how these ideologies have played a part in establishing political systems around the world.

ASSESSMENT

1. Component 1 - UK Politics (33.3%)

This two-hour exam covers political participation topics such as democracy and participation, political parties, electoral systems, voting behaviour and the media, as well as core political ideas such as conservatism, liberalism and socialism. Students are required to answer three essay questions over two sections.

2. Component 2 - UK Government (33.3%)

This two-hour exam covers UK government topics including the constitution, parliament, the Prime Minister and the executive, and relationships between the branches, as well as non-core political ideas such as anarchism, ecology, feminism, multiculturalism and nationalism. Students are required to answer three essay questions over two sections.

3. Component 3 - Comparative Politics (33.3%)

In preparation for this exam, students will study Global politics, covering sovereignty and globalisation, political and economic global governance, human rights and environmental global governance, power and developments, regionalism and the European Union, and comparative theories. Students are required to answer three questions over three sections.

WHERE DOES THE COURSE LEAD?

A Level Politics is useful for degree courses in Politics, International Relations, Law, Economics, History and other social

sciences. It provides a strong foundation for degrees that require critical thinking and analysis of complex information and systems.

ENTRY REQUIREMENTS

- **Minimum:** 6 in History and Geography
- **If not studied before:** 6 in English

Exam board: [Edexcel](#)

Head of Department: Abi Wharton



Religious Studies: Philosophy of Religion and Ethics

A Level Religious Studies is an engaging course that delves into profound philosophical and religious questions about human existence, morality, destiny, and the concept of God. Students explore and debate secular and religious viewpoints, enhancing their abilities in self-expression and forming balanced arguments.

The syllabus is diverse, covering topics like the nature of the mind, afterlife, ethics in specific situations, validity of miracles, laws on life and death, perception of reality, the essence of 'good,' knowledge certainty, the rationality of God, and the aesthetic arguments for God's existence. It includes Western philosophy and Buddhist philosophy, the latter chosen for its departmental expertise and student interest.

Suitable for students of both the arts and sciences, the course offers seminar-style discussions for arts enthusiasts and a complementary perspective for science students.

ASSESSMENT

Component 1 - Philosophy of Religion (33.3%)

This two-hour paper covers 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; and issues in religious language.

Component 2 - Religion and Ethics (33.3%)

In preparation for this two-hour paper, students will study 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.

Component 3 - Developments in Religious Thought (33.3%)

For this two-hour paper, students study the following topics in the context of Buddhism: 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; and key themes related to the relationship between religion and society.

WHERE DOES THE COURSE LEAD?

A Level Religious Studies is beneficial for many degree courses, including Theology, Philosophy and Law. It develops critical thinking, analytical skills and cultural awareness, which are suitable for a range of careers such as those in the public sector, journalism and non-profit organisations.

ENTRY REQUIREMENTS

- **Minimum:** 6
- **Advisory:** 6 in Maths
- **If not studied before:** 6 in English and Maths

Exam board: OCR

Head of Department: Josh Block

Faculty of Modern Languages

French

A Level French is a stimulating course that enables students to develop their linguistic skills alongside their understanding of the culture and society of countries where French is spoken.

Students study technological and social change, looking at diversity and the benefit it brings. They study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields power in the French-speaking world. Students also explore the influence of the past on present-day French-speaking communities.

Throughout their studies, students will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students study texts and film and have the opportunity to carry out independent research on an area of their choice.

ASSESSMENT

1. Paper 1 - Listening, Reading and Writing (50%)

In this two-hour exam, students are assessed on current trends and issues in French-speaking society, artistic culture and aspects of political life in the French-speaking world, and French grammar. Students are required to answer two questions in French, and translate two passages, one from French to English and another from English to French.

2. Paper 2 - Writing (20%)

In this two-hour exam, students are assessed on one text and one film or two texts from the list set in the specification, and French grammar. They are required to answer two questions.

3. Component 3 - Speaking (30%)

For their oral exam, students are required to engage in a five-minute discussion about a sub-theme of one of four themes



- current trends, current issues, artistic culture and political life. They also must give a two-minute presentation on their individual research project, followed by a 10-minute discussion.

WHERE DOES THE COURSE LEAD?

A Level French can lead to university courses in languages, as well as degrees such as International Relations. A language at A Level is useful for careers in diplomacy, translation, teaching, and global corporations.

Exam board: [AQA](#)

Head of Department: Marie-Pierre Hamard



Spanish

A Level Spanish is an engaging course that enables students to develop their linguistic skills alongside their understanding of the culture and society of the countries where Spanish is spoken.

Students study technological and social change, looking at the multicultural nature of Hispanic society; highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations; and aspects of the diverse political landscape of the Hispanic world. Students will also explore the influence of the past on present-day Hispanic communities.

Throughout their studies, students learn the language in the context of Hispanic countries and issues and influences which have shaped them. Students study texts and film and have the opportunity to carry out independent research on an area of their choice.

ASSESSMENT

1. Paper 1 - Listening, Reading and Writing (50%)

In this two-hour exam, students are assessed on current trends and issues in French-speaking society, artistic culture and aspects of political life in the Spanish-speaking world,

and Spanish grammar. Students are required to answer two questions in Spanish, and translate two passages, one from French to English and another from English to Spanish.

2. Paper 2 - Writing (20%)

In this two-hour exam, students are assessed on one text and one film or two texts from the list set in the specification, and Spanish grammar. They are required to answer two questions.

3. Component 3 - Speaking (30%)

For their oral exam, students are required to engage in a five-minute discussion about a sub-theme of one of four themes - current trends, current issues, artistic culture and political life. They also must give a two-minute presentation on their individual research project, followed by a 10-minute discussion.

WHERE DOES THE COURSE LEAD?

A Level Spanish can lead to courses in languages, as well as degrees such as International Relations. A language at A Level is useful for careers in diplomacy, translation, teaching, and global corporations.

Exam board: AQA

Head of Department: Enca Marza Porcar



Faculty of Mathematics & Computing

Computer Science

There's no escaping the fact that computer programs impact every aspect of our lives. We rely heavily on computer scientists to support and develop the technology we use every day, so it is more important than ever to inspire the next generation of computer scientists.

A Level Computer Science explores theoretical and practical aspects of computing. It covers fundamental topics such as algorithms, programming, data structures, and software development, providing students with a deep understanding of how computer systems work. A significant component of the course is the development of programming skills. Students learn to code and solve problems using programming languages, enhancing their logical thinking and problem-solving abilities.

ASSESSMENT

- 1. Component 1 - Computer Systems (40%)**
Students are assessed on their understanding of the Computer Systems content, which includes workings of the (CPU), data exchange, software development, data types and legal and ethical issues.
- 2. Component 2 - Algorithms and Programming (40%)**
This exam focuses on computational thinking, problem solving, programming techniques, and how algorithms can be used to describe and solve problems.
- 3. Component 3 - Programming Project (20%)**
Students apply the principles of computational thinking to a practical coding programming project. They will analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The project is designed to be independently chosen by the student and provides them with the flexibility to investigate projects



within the diverse field of computer science. We support a wide and diverse range of languages.

WHERE DOES THE COURSE LEAD?

A Level Computer Science is ideal for students looking to pursue further study or careers in Computer Science, Software Engineering and related technology fields, equipping them with vital and desirable skills for the digital age.

Exam board: OCR

Head of Department: Siobhan McClure

Mathematics

A Level Mathematics is a rigorous and comprehensive course designed to develop students' understanding of advanced mathematical concepts. The course comprises two-thirds pure mathematics - including algebra, trigonometry and calculus - and one-third applied mathematics, split equally between statistics and mechanics. Students learn to apply mathematical theories and techniques to solve complex problems, enhancing their ability to analyse and interpret data effectively. The step up in difficulty from GCSE to A Level can be significant and an aptitude for algebraic topics is an important prerequisite for success.

ASSESSMENT

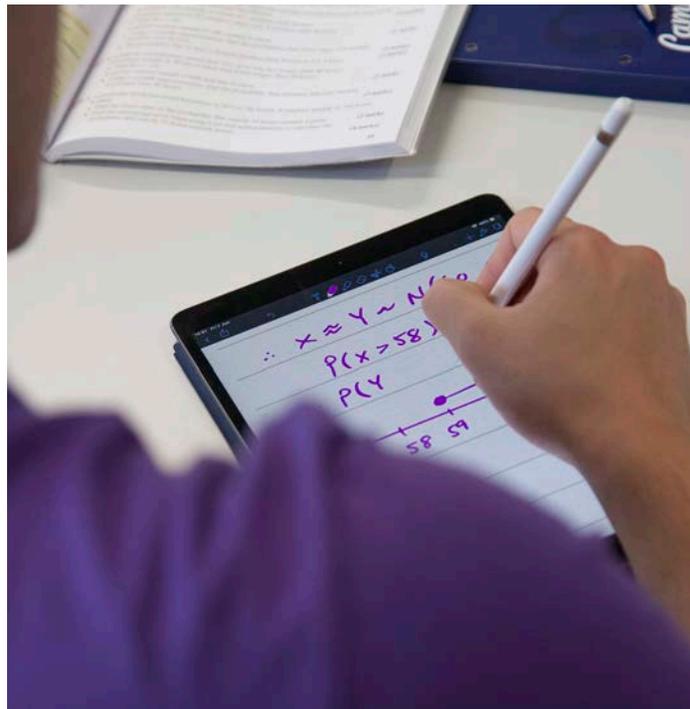
1. Paper 1 - Pure Mathematics 1 (33.33%)

2. Paper 2 - Pure Mathematics 2 (33.33%)

In preparation for these two-hour exams, students will study proof, algebra and functions, coordinate geometry in the (x, y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods and vectors. Both Paper 1 and 2 may contain questions on any of these topics.

3. Paper 3 - Statistics and Mechanics (33.33%)

In this two-hour exam, students will answer questions on statistical sampling, data presentation and interpretation,



probability, statistical distributions and statistical hypothesis testing, as well as quantities and units in mechanics, kinematics, forces and Newton's laws, and moments.

WHERE DOES THE COURSE LEAD?

A Level Mathematics supports the development of problem-solving, logical reasoning and analytical thinking, equipping students with skills crucial for further study and careers in engineering, sciences, finance and technology. It is an excellent choice for those intending to pursue university courses in Mathematics, Physics, and other STEM subjects, where a strong mathematical background is crucial.

ENTRY REQUIREMENTS

- **Minimum:** 7
- **Advisory:** GCSE Further Maths

Exam board: [Edexcel](#)

Head of Department: James Welham



Further Mathematics

Suitably qualified students may choose Further Mathematics as an additional A Level, which builds on the skills, knowledge and understanding set out in A Level Mathematics. This fast, challenging course covers a wide range of additional topics including complex numbers, matrix algebra and second order differential equations.

Besides students studying Further Mathematics as an additional A Level have 16 periods of Mathematics each week, twice that of students only studying A Level Mathematics, and so complete A Level Mathematics in 6.1 (Year 12) before progressing on to Further Mathematics in 6.2 (Year 13).

ASSESSMENT

Paper 1 - Pure Mathematics 1 (25%)

Paper 2 - Pure Mathematics 2 (25%)

These two-hour exams cover proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions and differential equations.

Paper 3 - Further Mathematics Optional Paper 1

Paper 4 - Further Mathematics Optional Paper 2

Students choose two options from a total of eight papers, which cover further pure mathematics, further statistics, further mechanics and decision mathematics.

WHERE DOES THE COURSE LEAD?

Students who are aiming to study Mathematics at top universities will need to choose this A Level. It is also relevant for courses in Engineering, Physics, Economics or Statistics.

ENTRY REQUIREMENTS

- **Minimum:** 8
- **Advisory:** GCSE Further Maths

Exam board: [Edexcel](#)

Head of Department: James Welham



Department of Music

Music

A Level Music provides a contemporary, accessible and creative education in music with an integrated approach to the three main elements - performing, composing and appraising.

Students are encouraged to be creative and to broaden their musical horizons and understanding with six areas of study that inspire and challenge: Instrumental Music of Haydn, Mozart and Beethoven; Popular Song: Blues, Jazz, Swing and Big Band; Developments in Instrumental Jazz, 1910 to the Present Day; Religious Music of the Baroque Period; Programme Music, 1820-1910; and Innovations in Music, 1900 to the Present Day.

The course enables students to explore performance and composition in detail, with the option to choose a specialism in performance or composition. They explore a wide variety of genres, styles and eras to help them develop their knowledge and skills.

ASSESSMENT

Students must complete three components to be awarded the A Level, either:

Component 1 - Performing A (25%)

Students perform a recital (minimum of six minutes) and two contrasting pieces, as soloists and/or part of an ensemble.

Component 3 - Composing A (35%)

Students record compositions with a combined duration of at least eight minutes: one to a brief set by the exam board; one to a brief written by the teacher; and three short technical exercises.

Component 5 - Listening and Appraising (40%)

In this written exam, students analyse and evaluate familiar and unfamiliar pieces of music and prescribed works, and answer questions based on aural extracts.



Or:

Component 2 - Performing B (35%)

Students perform a recital (minimum of 10 minutes) and three contrasting pieces, as soloists and/or part of an ensemble. The performance is recorded internally and externally assessed.

Component 4 - Composing B (25%)

Students record compositions with a combined duration of at

least four minutes: one to a brief set by the exam board and one to a brief written by the teacher. The compositions are recorded internally and externally assessed.

Component 5 - Listening and Appraising (40%)

In this written exam, students analyse and evaluate familiar and unfamiliar pieces of music and prescribed works, and answer questions based on aural extracts.

WHERE DOES THE COURSE LEAD?

A Level Music is useful for higher education courses in Music, Performing Arts and related subjects. Bedales offers a successful route into higher musical studies at university or music college or simply the necessary grounding for a lifetime's love of playing and singing with friends and colleagues.

ENTRY REQUIREMENTS

- **Minimum:** 6 in Music
- **Advisory:** Grade 5 Music Theory

Exam board: [OCR](#)

Head of Department: Doug McIlwraith



Music Technology

A Level Music Technology teaches students how great music is produced and gives them the skills they need to create compelling music of their own. Suitable for students interested in the technical aspects of music production and sound engineering, the course covers topics including recording techniques, audio production, music programming, and the use of music technology in performance. Students learn about the history of music technology and its influence on the music industry, exploring various genres and styles.

Practical skills are a key part of the course; students engage in hands-on projects like recording, creating digital music, and mixing and mastering tracks. They also study the theory behind sound and music technology, gaining an understanding of acoustics, digital audio theory, and music technology hardware and software. Students will have the opportunity to gain real-world experience by applying their skills to professionally produced school shows, including the Rock Show and Drama productions.

ASSESSMENT

Component 1 - Recording (20%)

Students will apply their knowledge of production tools and techniques to capture, edit, process and mix an audio recording. They produce one recording chosen from a list of 10 songs provided by the exam board, consisting of a minimum of five compulsory instruments and two additional instruments.

Component 2 - Technology Based Composition (20%)

Students create, edit, manipulate and structure sounds to produce a technology-based composition chosen from three briefs set by the exam board. Synthesis and sampling/audio manipulation and creative effects must be included.

Component 3 - Listening and Analysing (25%)

In this written exam, students must show their knowledge of recording and production techniques through unfamiliar recordings provided by the exam board. They answer four short and two essay questions, applying their understanding of recording techniques, sound principles, and audio technology, including the evolution of recording and production technology.

Component 4 - Producing and Analysing (35%)

In this written and practical exam, students demonstrate their skills in editing, mixing, and production by working on audio files supplied by the exam board. They correct and mix audio and MIDI files, and respond to five questions using both written and practical methods. They must also answer one essay question on a specific mixing scenario, signal path, effect, or music technology hardware unit.

WHERE DOES THE COURSE LEAD?

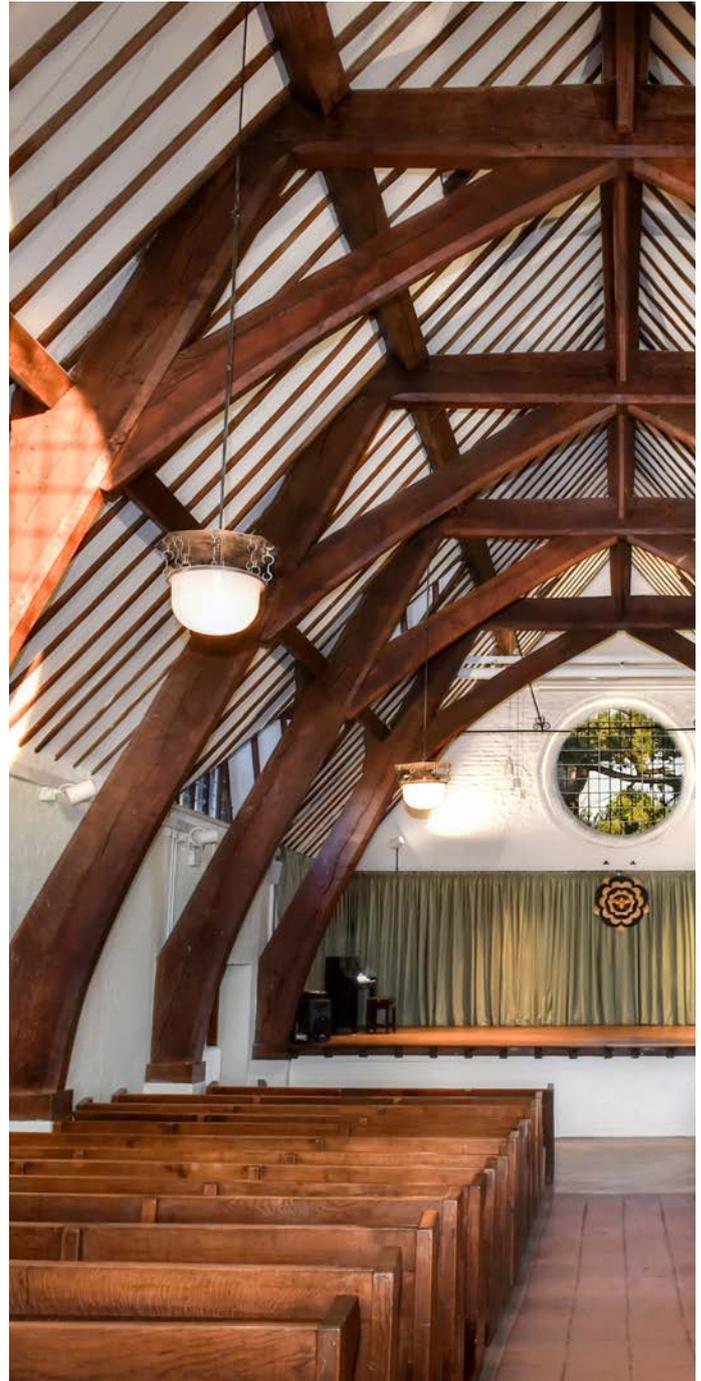
A Level Music Technology is particularly suited for further study in Music Technology, Sound Engineering, Music Production and related fields in higher education, and can lead to careers in in audio engineering, music production, sound design for film and television, live sound engineering, and broadcasting. The course also develops skills in technology, creativity, and project management, which are highly applicable in many industries, including the media, entertainment, and digital arts.

ENTRY REQUIREMENTS

- **Minimum:** Merit in Rock School Music Production or equivalent
- **If not studied before:** Substantial portfolio of recordings and/or electronic music compositions

Exam board: [Edexcel](#)

Head of Department: Neil Hornsby



Biology

A Level Biology explores the complexity and diversity of life. The course enables students to develop a deep understanding of biological concepts and principles, while also highlighting the practical applications and relevance of biology in the modern world.

Taught in eight topics, the A Level covers areas such as cell biology, genetics, evolution, ecology and human physiology, as well as ethical issues and the impact of biological research on society and the environment. This course has an increased mathematical content and students should take this into consideration when deciding if it is a suitable option. There is also a strong emphasis on practical work and the ability to understand and evaluate experimental procedures is paramount.

ASSESSMENT

- Paper 1 - The Natural Environment and Species Survival (33.33%)**
This two-hour paper examines students on their knowledge of topics such as cardiovascular health, genes, biodiversity, immunity, infection and forensics. Students will answer a range of multiple-choice, short open, open-response, calculations and extended writing questions.
- Paper 2 - Energy, Exercise and Co-ordination (33.33%)**
This two-hour exam comprises a mix of multiple-choice, short open, open-response, calculations and extended writing questions, covering topics including, human physiology, nervous system, climate change, photosynthesis and sustainability.
- Paper 3 - General and Practical Applications in Biology (33.33%)**
Covering all eight topics, this two-hour exam integrates the concepts learned throughout the course and emphasises the interconnections between different areas of biology. Students are required to demonstrate their knowledge and understanding, plus their ability to apply their knowledge to



unfamiliar situations, analyse scientific data and demonstrate an understanding of practical techniques used in biology.

4. Science Practical Endorsement

While not contributing to the overall A Level grade, students are required to complete 12 core practicals. Their competency is reported in the Practical Endorsement, which is a requirement for many science-related university courses.

WHERE DOES THE COURSE LEAD?

A Level Biology is ideal for those aspiring to pursue careers in medicine, environmental science, biotechnology, and research, and provides a strong foundation for further study in any biological science.

ENTRY REQUIREMENTS

- Minimum:** 7 in Dual Award Science, 7 in Mathematics
- If not studied before:** 7 in Triple Award Science: Biology and Chemistry

Exam board: [Edexcel Biology A \(Salters-Nuffield\)](#)

Head of Department: Vikki Alderson-Smart

Chemistry

Chemistry is a fascinating subject with a significant impact on our everyday lives. Studying Chemistry allows students to understand many of the concepts important to modern science. From materials to medicine, biotechnology to biofuels, solar energy to space exploration; chemistry is shaping our future.

A Level Chemistry is a rigorous and well-respected course. Students cover a range of inorganic, organic and physical chemistry topics, combining theoretical knowledge with practical experiments to develop essential knowledge and understanding of different areas of the subject and how they relate to each other. Teaching is centred on practical work to reinforce students' understanding of scientific methods and demonstrate competence and confidence in their practical work.

ASSESSMENT

Paper 1 - Advanced Inorganic and Physical Chemistry (30%)

This paper will assess students' knowledge and understanding of atomic structure and the Periodic Table; bonding and structure; redox; inorganic chemistry and the Periodic Table; formulae,

equations and amounts of substance; energetics; equilibrium; acid-base equilibria; and transition metals. It contains a mix of multiple-choice, short open, open-response, calculations and extended writing questions.

Component 2 - Advanced Organic and Physical Chemistry (30%)

This paper assesses students' knowledge and understanding of bonding and structure; redox; formulae, equations and amounts of substance; organic chemistry; modern analytical techniques; and kinetics. It contains a mix of multiple-choice, short open, open-response, calculations and extended writing questions.

Component 3 - General and Practical Principles in Chemistry (40%)

The final paper draws on all topics covered throughout the course and includes synoptic questions that draw on two or more of the different topics students have studied. It contains questions that assess conceptual and theoretical understanding of experimental methods - indirect practical skills - that draw on students' experience of core practicals.

Science Practical Endorsement

Students are required to complete 16 core practicals as part of this course. Although the practicals do not contribute to the overall A Level grade, students' competency is reported in the Practical Endorsement, which is a requirement for many science-related university courses.

WHERE DOES THE COURSE LEAD?

The problem solving skills, ability to deal with abstract concepts and application of mathematical skills required for A Level Chemistry are recognised as highly desirable in many areas of study. It is particularly useful for university courses in Chemistry, Biochemistry, Chemical Engineering, Pharmacology, Environmental Science and Medicine, and it also serves as a strong foundation for other science-related degrees.

ENTRY REQUIREMENTS

- **Minimum:** 7 in Dual Award Science, 7 in Mathematics
- **If not studied before:** 7 in Triple Award Science: Chemistry

Exam board: [Edexcel](#)

Head of Department: Liz Stacy



Physics

A Level Physics is a challenging course that immerses students in the fundamental concepts of physics. It covers a broad range of core topics, including particles and radiation, waves, mechanics and materials, electricity and nuclear physics. There are also various optional topics for students to choose from, including astrophysics, medical physics and electronics.

The course places a strong emphasis on understanding and applying principles to solve problems, encouraging the development of analytical and critical thinking skills. Practical work is integral to the course, enabling students to understand the practical application of theoretical knowledge.

ASSESSMENT

- **Paper 1 (34%)**
Students are assessed on their knowledge and understanding of measurement and their errors, particles and radiation, waves, mechanics and materials, electricity and periodic motion. They are required to answer a combination of short and long answer questions, as well as multiple choice questions.
- **Paper 2 (34%)**
This paper assesses students' knowledge of thermal physics, fields and their consequences and nuclear physics through a mix of short, long and multiple choice answer questions.



- **Paper 3 (32%)**
Students study poetic form, meaning and language, a selection split into two sections, the first examines students on practical skills and data analysis. For the second, students choose one of five optional topics such as Astrophysics and answer a series of short and long answer questions.

Science Practical Endorsement

Students are required to complete 12 core practicals for this course. While the practicals themselves do not count towards an overall A Level grade, competency is assessed and reported in the Practical Endorsement.

WHERE DOES THE COURSE LEAD?

Physics is an excellent course for those going on to any undergraduate course in Engineering, Physics, Mathematics, Architecture and Electronics. The analytical and problem-solving skills required for the course also mean it useful for many other degrees and careers..

ENTRY REQUIREMENTS

- **Minimum:** 7 in Dual Award Science, 7 in Mathematics
- **If not studied before:** 7 in Triple Science: Physics

Exam board: [AQA](#)

Head of Department: Tobias Hardy





Psychology

A Level Psychology offers an in-depth exploration of human behaviour and the mind. The course is taught in three units: Introductory Concepts in Psychology, which includes social influence, memory, attachment and psychopathology; Psychology in Context, introducing approaches, research methods and biopsychology; and Issues and Options in Psychology, which explores human behaviour and topics such as schizophrenia and forensic psychology.

ASSESSMENT

Paper 1 - Introductory Topics in Psychology (33.3%)

This two-hour written paper assesses students' knowledge and understanding of core psychology content, covering social influence, memory, attachment and psychopathology through a combination of multiple choice, short answer and extended writing questions.

Paper 2 - Psychology in Context (33.3%)

In this two-hour paper, students must demonstrate knowledge and understanding of psychological concepts, theories, research

studies, research methods and ethical issues by answering a mix of multiple choice, short answer and extended writing questions on approaches in psychology, research methods and biopsychology.

Paper 3 - Issues and Options in Psychology (33.3%)

This paper explores various issues and debates in psychology, along with optional topics like relationships, schizophrenia, and forensic psychology. Students are challenged to critically evaluate psychological theories and studies through a combination of multiple choice, short answer and extended writing questions.

WHERE DOES THE COURSE LEAD?

A Level Psychology is ideal for students wishing to pursue degrees in Psychology, Sociology, Criminology and other social sciences. It provides a strong foundation for a range of careers, from teaching, personnel management, medicine and social work to business, customer relations, marketing, and law.

ENTRY REQUIREMENTS

- **Minimum:** 6
- **Advisory:** Dual Award Science
- **If not studied before:** 6 in English, Mathematics and Dual Award Science

Exam board: [AQA](#)

Head of Department: Liz Stacy



Co-curricular

The Sixth Form Enrichment Programme enables students to explore interests outside of the A Level curriculum and further develop independent learning skills necessary for higher education and beyond.

Sixth Form Enrichment Programme



Inspired by the success of our Bedales Assessed Courses, we have developed an additional strand of the curriculum to stand as an alternative to a fourth A Level.

The Sixth Form Enrichment Programme is Bedalian in its idealism, breadth and content. It is structured around our conviction that education should be about 'head, hand and heart' and that learning should be undertaken for its own sake.

At the same time, the Enrichment Programme is by no means just idealistic. We want our students to be ready for university and life after Bedales and to have developed the skills of independent learning that are so vital in higher education and beyond. The Enrichment Programme helps to achieve this.

All students must choose Enrichment options worth at least four credits. If they pass all their courses, they are awarded the Bedales Enrichment certificate. Those students taking three A

Level subjects should consider taking more Enrichment options, and if they gain six credits, they will be awarded the Bedales Enrichment Diploma.

All of the courses culminate in a tangible 'outcome' of some sort, whether that is an artefact, an essay, a reflective record, or a presentation. We encourage students to take a range of courses so they develop not only intellectually, but in their ability to craft things, and to think empathetically.

The Enrichment Programme brochure gives an indication of the courses available, which are subject to change based on student demand and teachers' expertise.

View the latest Enrichment Programme here: <https://www.bedales.org.uk/bedales-senior/approach-learning/sixth-form/enrichment-programme>

Additional co-curricular opportunities



Co-curricular activities are an integral aspect of Bedales' holistic approach. In addition to the Sixth Form Enrichment Programme, there are opportunities for Sixth Form students to get involved in Sport, Drama, Dance and Music activities, including sports fixtures, drama and dance productions, and music ensembles and concerts.

Sport

Sport and physical activity are an important part of life in the Sixth Form at Bedales and there is considerable enthusiasm for the range of team sports and individual activities on offer.

Sixth Form students are timetabled two one-hour PE sessions per week, which includes opportunities for team training in hockey, football, basketball, netball, cricket, tennis and rounders, and access to the gym and fitness studio. There is a full and appropriately challenging programme of weekly fixtures in all the sports.

The activities programme broadens the offer with swimming, fencing, golf and badminton, and in the evenings there is further access to the multi-gym and fitness studio.

Drama

The annual Sixth Form Show, often directed by an external practitioner, holds a central place in Bedales' vibrant theatrical landscape. Open to all Sixth Form students, this production features challenging and more mature material than other productions, with an intense rehearsal process throughout the first six weeks of the Autumn term, which culminates in three high-quality performances in the Olivier Theatre.

The Sixth Form Show is not only an exciting creative project, but an opportunity for students who have progressed from Block 5 (Year 11) to bond with new students as they work towards a collective goal. Recent audiences have been impressed with the nuanced and powerful take on Duncan MacMillan's *Lungs* and the extraordinary tale of *The Image of an Unknown Young Woman*.

Sixth Form students also have the opportunity to take part in the Winter Production, which is performed at the end of the Autumn term each year. Sixth formers tend to be cast in the majority of the lead roles in these ambitious productions, playing an integral role in the rehearsal processes and final productions. Recent productions have included *One Flew Over the Cuckoo's Nest* and *Chicago*.

Students in the Sixth Form are also encouraged to take opportunities to learn and lead creative theatrical projects. In recent years, these have included working as assistant directors on school productions, leading outreach projects with local primary schools, and directing whole school creative projects with Bedales Prep and Pre-prep schools, such as a recent collaboration of a production of *Hansel & Gretel*.

Dance

The Dance and Drama departments work very closely to create opportunities for Sixth Form students who are interested in dance to collaborate with Drama students. Dance has been incorporated into previous Sixth Form Shows to give an innovative take on a production or to incorporate work with a visiting theatre company.

There is also the opportunity to dance perform in the Winter Show, which sees students in all year groups work together to create a production. Whether performing *Chicago* (as we did in 2022), *Spring Awakening* (2017) or *One Flew Over the*

Cuckoo's Nest (2023), we find ways to embed dance into the performances and make it an integral part of the show.

Sixth Form students are encouraged to create work individually or within a group, and there many opportunities for these to be performed in front of a live audience through Bedales Dance Performs and Youth Dance Platform. The new, state of the art dance studios can also be booked out for students' rehearsals and projects.

Students who are interested in dance will always be invited to professional workshops that we run with specific dance companies and practitioners, which are a great way to build confidence and gain experience working with a professional choreographer or dancer.

We also offer a limited number of spaces to passionate and dedicated dancers to perform alongside the Dance A Level students as part of their exam. This is a high standard process which enables co-curricular dancers to support A Level students, gain valuable insight into dance, be part of an intense creative process and perform on stage for Bedales Dance Performs and their practical exam. Students work with professional practitioners to develop their creativity in dance, as well as build on technique and performance skills.

Music

Whether a classical or contemporary musician, there are a rich variety of musical opportunities for Sixth Form students at Bedales.

Students are encouraged to join ensembles, which include the orchestra, choir, jazz band and string quartets. These ensembles showcase their work at termly concerts: the St Cecilia Concert, Spring Concert and Parents' Day Concert. Music scholars and exhibitioners are also invited to perform solo pieces or those for smaller ensembles at termly concerts and recitals.

For those with a passion for contemporary music, an open mic night in the Autumn term is open to all, giving students a chance to share their talents in an informal and supportive environment. Participation in Band Night, also in the Autumn term, and the well-established Rock Show in the Spring term, are by audition, giving students the opportunity to take their performances to the next level.



Student Support

Our holistic approach focuses not only on students' academic success, but also their mental, emotional and social wellbeing, supporting each student to achieve their individual ambitions.

Professional Guidance



At Bedales, we offer a structured introduction to the world of careers and higher education to suit the individual ambitions and plans of each student.

Our Professional Guidance team is experienced and able to guide students every step of the way, with specialised support for Oxbridge, Art Foundation and overseas applications.

Students can also access careers advice and guidance, attend talks with speakers from a range of industries, and access the Old Bedalian alumni network for additional advice and work experience.

Support in 6.1 (Year 12)

In 6.1, students are offered a 1:1 meeting with an external advisor regarding their future plans. They also attend a UCAS Fair and Beyond Bedales drop down day, where they receive advice and support with elements such as personal statement writing from a university admissions officer.

The vast majority of Bedalians go on to higher education, but every year there are a few who choose not to, and we are able to advise these students with career choices. In the Spring term, ACT/SAT tuition can be arranged in school for those students wishing to study in the USA.

There is a Parents' Briefing early in the Summer term to provide higher education information.

Support in 6.2 (Year 13)

In 6.2 (Year 13), emphasis is on planning for the future, be that via a UCAS application, an international application, music, drama or dance conservatoire or an art foundation application.

While we do not advise on gap year arrangements, it may be that students are best suited to applying for higher education places once their results are known. We are, of course, here to support Old Bedalians who make applications in these circumstances.

Pastoral Care & Wellbeing

We understand the pressures and challenges faced by young people and, through our pastoral care structures and Wellbeing programme, Sixth Form students are well supported throughout this crucial stage of their education.

Our approach is holistic, focusing not just on academic success, but on the overall mental, emotional, and social wellbeing of each student. Students feel valued, understood, and supported academically and personally. Every student at Bedales is valued as an individual and encouraged to be themselves.

We recognise and promote key qualities that are fundamental to good mental health and wellbeing, including quality sleep, regular exercise, healthy eating, time for relaxation and social activity, community values and helping each other, and appreciating the nature around us.

Network of pastoral care

A network of experienced pastoral staff, including Houseparents, Tutors, Counsellors and Health Centre staff, ensures each Sixth Form student can access support and guidance if they need it.

Houseparents and House Assistants

Houseparents and House Assistants provide the daily face of support within the boarding houses, which are set up to provide a homely and informal environment. Day students also have houseparents who are based in the Day Common Room (DCR), making them easily accessible for students.

In these informal settings, early signs of mood or behaviour change may be noted and the cosy family environment lends itself to disclosure if a student has any concerns. Houseparents meet weekly with Peter Thackrey, Deputy Head (Pastoral), and Jen Moore, Assistant Head (Pastoral), to share confidential concerns and action plans to support students.



Tutors

All boarders and Day students are allocated a tutor who they see on a regular basis, including one-to-one sessions, where they are able to form strong ties for support.

School Counsellors

There are two School Counsellors available to students at Bedales. Students can refer themselves directly via email or phone, and referrals can also be made via the Health Centre, Houseparents or other members of staff.

Boarders also have access to an independent listener, appointed with the input of previous Head Students, should they wish to speak to a trusted person external to the school.

“We’re so lucky to have had the opportunity to go to school here”

SIXTH FORM STUDENT

Health Centre

Bedales has two dedicated NHS GPs who hold weekly surgeries at Bedales Health Centre, and a dedicated team of five school nurses. The Health Centre is open from 8am-10pm during the week (with shorter opening hours at the weekend) and offers a drop-in service for any urgent needs. There is also a nurse on call 24 hours a day during term time. The Health Centre is a quiet space for students to seek advice and the school nurses can link them to self-help options as well as the school GPs, external counselling, referral to the local Child and Adolescent Mental Health Services (CAMHS) or private psychotherapy services.

Head of Sixth Form

Chloe Hamill, Head of Sixth Form, leads the team of Sixth Form tutors, 6.1 (Year 12) and 6.2 (Year 13) year group assemblies, and joins up the academic and pastoral progress of the students.

Safeguarding team

Comprising the Designated Safeguarding Lead (DSL) and three Deputy DSLs, the Safeguarding team at Bedales Senior work to safeguard the community at Bedales. More information about the [Safeguarding team](#) can be found on the website.

Wellbeing programme

Bedales’ dedicated Wellbeing curriculum is designed to instil skills in empathy, critical thinking, resilience and meta-cognition. It also contributes to students’ personal development by helping them to build their confidence, resilience and self-esteem, to identify and manage risk, make informed choices and understand what influences their decisions.

The Wellbeing programme enables students to recognise,

accept, and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of social and emotional intelligence alongside the ability to live co-operatively with others helps our students to form and maintain healthy relationships and better enjoy and manage their lives.

The Wellbeing programme is tailored according to year group in recognition of the varying needs of students at different stages of their education. Students in 6.1 (Year 12) access a bespoke Wellbeing programme; one half of the year group focuses on developing their coaching skills and the other work on research projects on issues such as pregnancy, current affairs, and crime and punishment. In 6.2 (Year 13), students access a linear programme delivered by Lauren Mackrell, Head of Wellbeing. There are also half-termly talks from visiting speakers on a range of issues, specifically for Sixth Form students.



Beyond Bedales

Bedales students go on to pursue their interests at a diverse mix of destinations, including QS Top 100 World Universities, art colleges, and music and drama conservatoires.

The capacity of Bedales students to think independently and creatively, and to deliver strong A Level grades makes them attractive to a broad range of top universities.

Bedales students have a reputation with universities for their independence of mind and have frequently offered unusual academic and personal profiles in their application for courses.

A Level results

Public examination results, set out below, are placed within the broader context of Bedalians' overall achievements. We do this because our aims are ambitious, both academically, and more broadly, in terms of students' personal development.

A Level results are published on the [Bedales website](#) each year following the publication of results in August.

Destinations

Bedales students go on to a diverse range of higher education destinations, including QS Top 100 world universities, art colleges, and music and drama conservatoires. In 2023, 84% of students received places for their first-choice university.

Students' destinations are published on the [Bedales website](#) and in the annual Old Bedalian Newsletter.

Alumni

Many of our alumni remain actively engaged with the school, returning to offer advice and support for the students following in their footsteps.

A range of [Old Bedalian profiles](#) are published on the Bedales website, which give prospective students and parents an idea of the various career paths pursued by Bedalians.





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