



Bedford
Modern
School.



Sixth Form Information

2021 - 2023



“ Pupils are mature, articulate and eager to benefit from the many opportunities presented to them. They realise their responsibilities to others and, extremely well prepared for the next stage of their lives, they are ready to meet the challenges of the future. ”

“ Relationships are excellent throughout the School, which is a lively and purposeful place; the pupils are very proud of it and feel a strong sense of belonging. ”

Sixth Form Ethos and Culture

Supportive academic environment with Learning Mentors

Flexible curriculum, 28 subjects and innumerable options

Leadership opportunities

Rights and responsibilities of being a student

Work smarter to play harder

Recognition of growing independence

Freedom of movement

Business dress code

Academic Support and Additional Needs Faculty
Mrs Zoe Woodhouse zwoodhouse@bedmod.co.uk

“ Pupils throughout the School reach high standards of personal fulfilment across a wide range of activities. The extra-curricular programme is extensive and many successes, from local to national level, are achieved in a variety of fields. ”

“ Staff are committed to providing an excellent all-round education. The teachers' subject knowledge is excellent, and their high levels of enthusiasm promote considerable application from pupils of all ages. ”

“ The ethos in the School community encourages pupils to flourish and grow into self-confident, well-informed young people with a strong sense of who they are and what they believe in. ”

Sixth Form 2021 - 2023

Bedford Modern School has a thriving Sixth Form which provides a structured and supportive environment for each student as well as being an integral part of the whole BMS community. It is also an important stage in the transition from compulsory education to university, training or employment.

The highest standards of academic and personal development are both expected and encouraged, the latter including not only achievement in the wide range of extra-curricular activities, but also the conscious need for service to the community.

Preparation for examinations at A Level is the central focus of the Sixth Form curriculum. The emphasis is on offering breadth of education as well as preparing students for their particular career direction. Consequently, most students select **four subjects** of study in Year 12 with the expectation that **three of these subjects** will be pursued to A Level in Year 13. In order to meet the demands of study at this level it is expected that members of the Sixth Form will undertake work outside the classroom. As a rough guide they can expect around three hours work per subject per week in Year 12 and four hours per subject in Year 13.

Registration is lesson by lesson, and specific times are allocated for tutorial meetings during the week. As students move through the Sixth Form, timetabled private study is provided in increasing measure to enable best use of non-teaching time at School.

Enrichment

At Bedford Modern School we recognise that students come into Year 12 at varying stages of development. Our Enrichment Course has been devised to support and broaden the knowledge of each individual. The programme is designed to raise awareness of issues that will affect them as young adults as well as equipping them with the knowledge to make informed choices. Students may opt to complete an Extended Project Qualification (EPQ) on a title of their choosing which, although unlikely to form the basis of a university offer, will develop their skills of independent learning and make them more attractive to top universities.

Community Service, Outreach, Monitoring and Activities Afternoon

We are committed to the concept of service in the Sixth Form. To this end we offer a variety of opportunities outside the curriculum. We encourage all students in Year 12 to participate in some form of Monitoring in the Sixth Form either within departments or assisting in Open Evenings and Open Mornings.

Our activities afternoons in Year 13 allow students the opportunity to gain additional experience in areas such as leadership, a drop-in centre for our senior citizens, walking with dementia sufferers and sports coaching. We offer more than 20 activities.

All students are encouraged to take advantage of the many opportunities to assume positions of leadership and responsibility, and involve themselves in the life of the School. These include the opportunity to apply for the position of School Monitor (Prefect), the Sixth Form Council as well as involvement in many teams and societies.

A Level Qualifications

Poor grades following the trial exams in June of Year 12 will highlight, to both teachers and parents, which students need to work harder if they are to succeed at A Level. A good performance will also mean that students have already revised work which will be needed for the main A Level.

We expect the majority of students to choose **four** subjects at the beginning of Year 12 and continue with all four until the first Parents' Consultation evening when they may choose to drop one. The expectation is that all students will continue the other **three** subjects to full A Level in Year 13. Some students may continue with four A Level courses – most commonly a combination involving those taking Mathematics and Further Mathematics. Our expectation for most students will be that in Year 13 three A Level subjects will be taken.

Some students may begin Year 12 on **three** subjects after discussion with Mr White or other senior members of staff but need to be aware that the requirement is still that they should gain at least a grade C in all three exams to support success at A Level. Most students begin Year 12 on four but drop down to three before the exam season in May. The same warning as above applies.

Individual cases will be assessed on their merits when the Year 12 exam results are released, and recommendations for changes to students' patterns of study may then be made. It is possible that we may advise a student that he/she should not continue with one or more subjects that ideally he/she would have wished to continue to the full A Level, or even that it is inadvisable to move on to A Level courses at all. It is school policy that no student in Year 13 should be studying for just one A Level, even in combination with one or more new subjects.

Transition into Year 12

We aim to build a course to suit the strengths and aspirations of each student. To facilitate this process we provide tailored interviews for members of Year 11, commencing at the beginning of the year, where possible post-16 pathways are discussed. These choices are reviewed and further discussed after the trial exams. The parents of students who perform below their potential in these exams will be invited in to meet with the Transition Team at the next Parents' Evening for further discussions and to establish how best the student can be supported in the final run up to the exams. In July of Year 11 students are invited back for a Move Up Day to experience their final option choices, which are then reviewed after GCSE results. Each stage is designed to inform, support, and enable students to make the right choices for their future.

The basic entry requirement onto **most** courses is a minimum of a grade 6 at GCSE in an appropriate subject, however those pupils who embark on A Level studies with a grade 7 or above are likely to find the transition much easier. In some cases there may be further restrictions eg a minimum of a grade 6 in Maths to do Physics. Please see the following individual subject pages for further details.

Students must also have achieved at least a grade 4 in both Maths and either English Language or Literature to qualify for entry into the Sixth Form.



The A Level Information System (ALIS) that we use in the School counts GCSE grades as follows:-

GCSE 9-1	9	8	7	6	5	4	3	2	1
Points	9	8	7	6	5	4	3	2	1

A worked example:

Grade	Number achieved of each	Calculated value
9	0	0
8	3	$8 \times 3 = 24$
7	5	$7 \times 5 = 35$
6	1	$6 \times 1 = 6$
5	1	$5 \times 1 = 5$
4	0	0
Total	10	70
ALIS Score	10 subjects	$70/10 = 7.0$

- Candidates with an ALIS score of 6.0 or above (derived, for example, from 10 grade 6) will have automatic entry to the Sixth Form but BMS retains the right to ask students to re-consider their course choices in light of their overall GCSE grades.
- The ALIS score will be derived from ALL the subjects that candidates have taken at GCSE; those with fewer than nine subjects will be considered on an individual basis.
- For candidates who fall below the 6.0 threshold there will be a process of discussion and negotiation to see whether or not there is a viable course available for them.

The School reserves the right NOT to offer Sixth Form courses to any candidate whose behaviour and attitude has been unsatisfactory in earlier years.

Confirmation of **each** subject choice will depend on:-

- The grade achieved at GCSE and the student's performance during the course;
- The pupil's overall ALIS score and their chosen combination of subjects;
- The view taken by those most closely associated with the student (subject staff, Tutor, Head of Year) as to his/her academic potential;
- The viability of set numbers;
- The School's capacity to timetable subject combinations.

All subjects are guaranteed to be available as two-year courses. However, it cannot be guaranteed that the same number of sets per subject will be maintained over the two year period; the fact that students can choose to give up a subject at the end of Year 12 means that the number of sets available needs to be reviewed at that stage. It is therefore possible that students will have different teachers in Years 12 and 13. (Additionally, the nature of the timetable means that **it is not possible to accommodate requests for students to be taught by particular members of staff.**)

Please note that the school will not allow you to do **both** English Literature **and** English Language and Literature or **both** strands of Design and Technology. Many university courses would also advise that certain combinations or particular subjects are inadvisable at A Level, so we advise that you check out the specific course requirements via the UCAS website if you know that you want to pursue a particular degree.

Conversely, certain choices are recommended or essential if students wish to pursue certain courses or career paths in the future. These include studying both Chemistry and Biology if Medicine is the intended path, and both Physics and Mathematics for Mechanical Engineering. For more advice on this, please contact the relevant Heads of Subjects, Miss Burns (Head of Careers), Mrs Costello (Sixth Form Transition Co-ordinator), Mr White or Mr Price.

If you require more guidance about individual subjects, please talk to either the subject teacher or the Head of Subject. If you require more information about the option process, the viability of combinations, and so on, then please contact Mr Price directly.



How to choose your A Levels

What to consider:

- I. Subjects you enjoy – you will have on average one lesson every day, sometimes two
- II. Subjects that you are good at – universities like to see top grades
- III. Subjects which complement each other eg Geography, Economics, Maths and Biology
- IV. Remember you are unlikely to continue all four, so one can be a bit different eg Maths, Physics, Chemistry and Latin
- V. Retaining a breadth and balance eg both Arts and Sciences
- VI. Variety within the workload - it can be problematic if you pick subjects which all have a high coursework component eg Art, DT and Computer Science
- VII. Check if any particular A Levels are seen to be compulsory by your likely institution/course choice eg Maths for degree level Economics at some institutions – best discovered by looking on the UCAS site <http://search.ucas.com/>
- VIII. Taking too many new subjects is a big gamble eg. Film Studies, Business, Politics and Psychology
- IX. Take advice from those who have done the courses – current Year 12 and Year 13s, such as your Year Monitors
- X. Talk to your current teachers
- XI. Have a look at the specification online (see web addresses in subject entries)
- XII. If you are really unsure, select subjects from the **facilitating subjects** list. These come from a report entitled 'Informed Choices' produced by The Russell Group of Universities. A link to the report can be found here: www.informedchoices.ac.uk

How not to decide:

- I. Cult of the celebrity – there are no guarantees that you will get the teacher who inspired you through GCSE
- II. Doing the same options as your friends – you may well be in different sets, and these decisions are just too important to be made for such a poor reason
- III. The subjects that you think will be an easy ride

The following pages will give you a flavour of the courses that you can choose from. For further details, ask your subject teacher or the Head of Subject, check out the department web page or go direct to the exam board webpage where you can find the specification, past papers, student guides etc.

Matt Price
Deputy Head (Academic and Innovation)

John White
Director of Sixth Form

List of 28 subjects offered in BMS Sixth Form

Academic Physical Education
Biology
Business
Chemistry
Classical Civilisation
Computer Science
Design Technology - Design Engineering*
Design Technology - Product Design*
Drama and Theatre
Economics
English Literature#
English Language and Literature#
Film Studies
Fine Art
French
Geography (international A Level)
German
History
Latin
Mathematics
Further Mathematics
(must be done alongside Mathematics)
Music
Philosophy
Physics
Politics
Psychology
Religious Studies
Spanish



*Students may not select both of these courses. #Students may not select both of these courses.

Fine Art

Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

Head of Subject: Mr J McGregor

Progress will be regularly monitored and tested. Throughout the course there will continue to be a well-structured mixture of study visits, opportunities to work with visiting artists and life drawing sessions.

Year 12

The Year 12 course consists of two units of work, the second of which will be developed in Year 13 with work assessed at the end of the year. The emphasis of the course is breadth of study. Students are challenged to extend their knowledge of artists and to improve their own practical skills across a range of areas during the course of the year.

In the first part of the Autumn Term students will experiment with materials and techniques in areas as diverse as: Painting, Printmaking, Photography and Ceramics. This will form the first part of their coursework unit. They are then encouraged to use these new skills in their response to that year's chosen theme and create one or several finished art pieces. The second unit agreed with subject tutors will form the basis for the Year 13 Coursework Portfolio.

A Level Art in Year 13 - Fine Art (9FAO)

Students produce one unit of coursework and the emphasis of this year is in-depth study.

Unit one incorporates two elements 'Practical Work' and 'Personal Study'. Students are asked to decide on an area of study with their tutors that they can develop over the year. This may be broad such as: 'Landscape' or 'the Nude', or they may be more specific with starting points such as 'Shadows' or 'Self Portrait'. This study will be a practical exploration of their own ideas and work and an investigation of similar artists' work.

The second part of the unit is entitled 'Personal Study' and this is a written illustrated essay of around 2,000 - 3,000 words that forms an art-historical analysis of the subject chosen for their own work in Creative Problem Solving. It should be an in-depth study of related art and artists.

At A Level students are also set an externally set assignment, which is completed in fifteen hours under exam conditions.

The two units are marked in June of Year 13.

Entry Requirements

Grade 6 or better in Art or a related subject.

Biology

Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-b-2015.html>

Head of Subject: Mr R J Brand

Biology is a versatile A Level, suitable for diligent students with an interest in how living organisms interact and function. All of the A Level courses that are available provide both a sound grounding and exposure to the main areas of Biology, allowing students to make informed decisions about which area might be of interest for post-18 study. Biology is required for most degrees in medicine, veterinary medicine, dentistry and physiotherapy, as well as the traditional degrees in the biological sciences.

Students who are considering post-18 study in a biological field will find that some other subjects, such as Chemistry and Mathematics (particularly for the molecular biology courses), along with possibly Geography (for the environmental sciences) will strengthen their applications.

Students will follow the Edexcel Biology B specification. In all, there are ten topic areas, all of which are examined at A level.

Year 12 Topics:

- Basic biochemistry of the fundamental macromolecules in biology
- Ultrastructure of the eukaryotic and prokaryotic cell and virus particle
- Cellular reproduction
- Classification, natural selection and speciation
- Gaseous exchange and mass transport in animals and flowering plants
- Microbiology
- Homeostasis
- Excretory systems.

Year 13 Topics:

- Advanced biochemistry: respiration and photosynthesis
- Immunology
- Epigenetics, gene technologies, Mendelian inheritance and natural selection
- Chemical and nervous co-ordination in animals and flowering plants
- Gene expression
- Viral life cycles
- Ecology and conservation
- Nervous systems.

Practical work is an integral component of the A level Sciences; however, there will no longer be a separate, extended piece of controlled assessment. Instead, there will be a Practical Skills Endorsement, which is assessed throughout the two years of the A Level, based upon the competence of the students in the laboratory. It does not count in any way towards the letter award (A* - U) of the A Level, but will instead be expressed in addition to this grade.

The Department

There are seven members of staff in the department and you will be taught by two of them, each delivering half of the course content. We strongly encourage all students to actively take the opportunity to seek help and clarification at any time throughout the year, either in person or by email. Members of staff run drop-in sessions after school and at some lunch times. Year 13s spend a day studying a Norfolk salt marsh and have the opportunity to extend the depth of their study during the enrichment session.

Entry Requirements

It is a requirement that students wishing to study Biology in the Sixth Form have achieved at least a grade 6 in Biology at GCSE or grades 66 in Dual Award.

Business

AQA

<http://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/business-7131-7132>

Head of Subject: Mr R P Smith

Business is part of the PPE Faculty. We follow the AQA specification which, based upon some independent research of a selection of top Russell Group universities, was viewed as being the preferred choice for institutions such as Warwick, York and Durham Universities due to its academic rigour and subject content. The course will provide students with the key competencies and knowledge to pursue a career in management. The focus is upon both long term strategic and medium term tactical decision making and the impact of the external environment on business.

We complement the study of Business with a wider approach involving independent research and presentations by the students to allow them to implement skills they will need both at university and in the business world. Students within the department will visit a business, have the opportunity to compete in relevant competitions and attend a revision conference.

Course Content

The focus in Business is to develop students with an understanding of the business world. They will study the complete range of business structures from small start ups to global conglomerates whose operations impact upon all our lives. Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

Year 12

The focus in Year 12 is on the study of decision making within a business and will cover:

- The interrelated nature of business activities
- The competitive environment and the markets in which businesses operate
- The influences on functional decisions and plans including ethical and environmental factors
- How technology is changing the way decisions are made
- The factors that determine whether a decision will be successful
- The use of quantitative and non-quantitative data in decision-making

Year 13

Year 13 builds upon the study of decision-making in the functional areas and looks at strategic decision-making. This will include:

- The impact of technology on strategic decision-making
- The influences of Corporate Social Responsibility, ethical and environmental issues
- The difficulties in forecasting future trends
- The importance of assessing feasibility and risk
- The impact on stakeholders of strategic decisions and their response to such decisions

Assessment

The full A Level qualification will be assessed at the end of Year 13 and will consist of three papers each of two hours duration. These will be made up of a range of multiple-choice, short answer and extended answer essay questions. Each paper is synoptic testing the students' knowledge of the entire two year course.

Entry Requirements

No prior study of Business is required for this course. There is a considerable emphasis on numerical, statistical and data evaluation skills as tools of analysis and therefore candidates must have achieved at least a Grade 6 in Mathematics and English at GCSE.

Chemistry

OCR

<http://www.ocr.org.uk/qualifications/as-a-level-gce-chemistry-a-h032-h432-from-2015/>

Head of Subject: Mr J P Fitton

Chemistry has often been described as 'The Central Science' due to its significant role in a wide variety of scientific disciplines. Chemistry's application to a wide range of areas, from Biochemistry to Geochemistry, makes it a key contributor to modern life.

The study of Chemistry at A Level provides students with an understanding of important scientific concepts and equips them with a range of valuable skills. Chemists can follow a wide range of degree courses and careers. Degrees in Chemistry are highly valued in both the scientific and commercial worlds.

We follow the OCR Chemistry A specification. This course places practical work at the core of students' learning. Students keep comprehensive records of their practical work in Laboratory Notebooks and are required to follow up their laboratory work in order to develop their analytical and evaluative skills.

The course focuses upon the three 'core' areas of Chemistry; Organic Chemistry, Inorganic Chemistry and Physical Chemistry, with practical work embedded in all areas of the course.

- Organic Chemistry: alkanes, haloalkanes, alkenes, alcohols, organic analysis, optical isomerism, carbonyl compounds, aromatic chemistry, amines, polymers, amino acids, proteins, DNA, synthesis, NMR spectroscopy and chromatography
- Inorganic Chemistry: periodicity, Group 2, Group 7, Period 3, transition elements, reactions of ions in aqueous solution
- Physical Chemistry: atomic structure, chemical quantities, bonding, energetics, kinetics, equilibria, thermodynamics, electrochemistry

Assessment

There are three written examinations which contribute to the overall A Level grade. In addition, there is practical endorsement carried out by teachers in school. Whilst this does not contribute to the overall grade, some university courses require a pass.

Entry Requirements

It is a requirement that students wishing to study Chemistry in the Sixth Form have achieved at least a grade 6 in Chemistry at GCSE or grades 66 in Dual Award Science. In the case of the latter, students must have achieved at least a grade 6 in all Chemistry written papers.

Classical Civilisation

OCR

<http://www.ocr.org.uk/qualifications/as-a-level-gce-classical-civilisation-h008-h408-from-2017/>

Head of Subject: Miss J L Newton

Classical Civilisation has been a well-established and popular course at BMS for many years, attracting a wide range of students, from those with a particular interest in the arts to scientists who wish to retain the breadth that an arts subject can provide. It can lead to a variety of degree courses, including Classical Studies, Archaeology, Ancient History and Anthropology. Across the A Level course, students learn about aspects of both ancient Greek and Roman culture.

Year 12

The World of the Hero (Homer's Iliad): in this unit we read the story of the mythical Trojan War, a poem considered to be the foundation of Greek culture and the beginning of Western literature. As the plot introduces us to famous Greek heroes, gods and myths, students explore the composition and delivery of ancient oral poetry, while building an understanding of the religious cultural and social values of its day. They also discuss a wide-range of themes: heroic values, societal expectations, death and mortality, reconciliation, the positive/negative impact of the divine, relationships between men and women, gender stereotypes and the portrayal of war.

Imperial Image: in this unit we look at a variety of sources, both visual and literary, to assess how the Roman emperor Augustus managed to succeed where Julius Caesar had failed, turning Rome from a republic into a one-man-rule state. We employ techniques used in marketing and politics today to assess how leaders convey a positive image of themselves to the public, and discover that modern leaders have not changed much since Augustus's time!

Year 13

The World of the Hero (Virgil's Aeneid): in this unit we look at one of the greatest epics of all time, analysing the development of characters such as Aeneas, who founded Rome. We find out what happened to Troy and discuss the historical and cultural context of this work. The Aeneid contains elements of tragedy, comedy and philosophy as well as stories of love, loss and leadership.

Politics of the Late Republic: in this unit we study the political thought of the period from 79-43BC, covering the slow corruption of traditionalist values in Rome, culminating in civil war and the transformation and subsequent fall of a democratic republic. The course focuses on the beliefs, conduct and impact of three highly influential politicians: Cato the statesman, Caesar the conqueror, and Cicero the orator. Through examining their very different ideals in this tumultuous period of history, the course involves discussion of the practical difficulties encountered by states throughout history and still relevant in our current political climate.

The examination requires students to comment on passages of text, analyse visual sources and write analytical essays. Lessons tend to be based around discussion and note taking.

Entry Requirements

Prospective students are **not** expected to have a GCSE qualification in Classical Civilisation, but we would normally expect students to have achieved a grade 6 in either Classical Civilisation, English Literature or History at GCSE.

Computer Science

AQA

<http://www.aqa.org.uk/subjects/computer-science-and-it/as-and-a-level/computer-science-7516-7517>

Head of Subject: Mr A H Jones

The course brings together an exciting mix of practical and theoretical computing which will appeal to students with a creative approach to IT and problem solving. It is hoped that students will have studied GCSE Computer Science and achieved at least a comfortable grade 6.

The A Level will be assessed by a combination of on-screen exam, written exam and coursework.

Paper one is an on-screen programming paper where students design and create solutions to problems set, and make changes and enhancements to the board set program. This is a large program (last year's was nearly 1000 lines of code) which has some obvious errors, but also which could be improved with additional features. In the exam the students are asked to make a number of changes and assessed on how many of these they can successfully complete. The programming language used at BMS is Java, though there is some flexibility if students have a strong preference for an alternative.

2 hour 30 mins, 40% of A Level.

Paper two is a written exam covering the theory side of the course, focusing on computer architecture, searching and sorting algorithms, data types, graphs, trees, hash tables, tree traversal algorithms, finite state machines, BNF and RPN, communication systems, networks and databases, TCP protocols, regular expressions, vectors and functional programming.

2 hour 30 mins, 40% of A Level.

Project

The project is a piece of coursework involving the analysis, design, creation and testing of a solution to a genuine problem for a client. Students are marked on the complexity of the problem and the effectiveness of the solution, as well as their documentation of the design and production process. The project is one of the most exciting parts of the qualification. Students can choose to do it on any topic they like, and in any programming language. In the past we have had projects such as: simulating a space rocket launch; a real-time pool game simulating the physics of the interaction between moving spheres; an iPhone app for a cycling club; a website for managing a junior football team and several business systems, including processing and calculating VAT returns. Languages used in the past have included PHP, Swift, C# and GTK, PL/SQL and Java. The project is an excellent preparation for studying the subject at university, and students find creating a useful and sophisticated piece of software a very satisfying and rewarding experience.

Internally assessed, 20% of A Level.

Entry Requirements

Grade 6 in Computer Science.

Design Technology - Product Design

OCR H406

<http://www.ocr.org.uk/Images/304609-specification-accredited-a-level-gce-design-and-technology-h404-h406.pdf>

Head of Subject: Mr A H Jones

The course is designed to offer students the opportunity to study, propose, develop and realise prototype solutions to a variety of designing and making situations, closely related to the real world of product design and manufacture.

Students will analyse the function, operation, components and materials of different products. There will also be a need for students to consider the wider issues affecting the design decisions behind commercial products.

Students will take on the role of a designer; building up awareness and understanding of all the issues to be considered in the planning, design, manufacture and marketing of products. They will carry out critical evaluations of existing products, explore possible design developments and create functioning prototypes. Students will be encouraged to produce high quality products that could be seen in a given consumer market.

Structure of the qualification

Assessment	Content	
Principles of Product Design (Exam Component 01) 75 marks 1 hour 30 mins Written paper	This is an exam paper set out through four sets of questions that predominantly cover technical principles of product design. Students will need to: <ul style="list-style-type: none">Analyse existing productsDemonstrate mathematical skillsDemonstrate their technical knowledge of materials, product functionality and manufacturing processes and techniques.	25% of Total A Level
Unseen Challenge (Exam Component 02) 75 marks 2 hours 30 mins Design/written Paper	There are two sections to this component: Section A focuses on students applying their knowledge, understanding and skills of designing and manufacturing prototypes and products Section B requires students to reflect on the design task in section A in relation to wider factors/issues from the design principles.	25% of Total A Level
'Iterative Design Project' 150 marks Approx. 45 hours Non-Exam Assessment (NEA)	The 'Iterative Design Project' requires learners to undertake a substantial design, make, and evaluate project centred on the iterative processes of explore, create and evaluate. Students identify a design opportunity or problem from a context of their own choice, and create a portfolio of evidence in real time through the project to demonstrate their competence.	50% of Total A Level

Entry Requirements

We would normally expect you to have studied Design and Technology at GCSE gaining at least a grade 6. You need to be organised, committed and ready to work hard in a successful subject area.

Design Technology - Design Engineering

OCR H404

<http://www.ocr.org.uk/Images/304609-specification-accredited-a-level-gce-design-and-technology-h404-h406.pdf>

Head of Subject: Mr A H Jones

The Design Engineering course is focused towards engineering and electronic products /systems.

Students will analyse the function, operation, components and materials of different engineered products and electronic systems. Students will also need to consider the wider issues affecting design decisions for commercial products.

Students will gain practical experience of using materials, components and systems in order to design and manufacture functioning products.

Students will take on the role of a designer and manufacturer; building up awareness and experience of using materials, components and systems in order to design and manufacture functioning products. They will gain an understanding of all the issues to be considered in the planning, design, manufacture and marketing of engineered products and systems.

Structure of the qualification

Assessment	Content	
Principles of Product Design (Exam Component 01) 75 marks 1 hour 30 mins Written paper	This is an exam paper set out through four sets of questions that predominantly cover technical principles of product design. Students will need to: <ul style="list-style-type: none">Analyse existing productsDemonstrate mathematical skillsDemonstrate their technical knowledge of materials, product functionality and manufacturing processes and techniques.	25% of Total A Level
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Entry Requirements

We would expect you to have studied Design and Technology at GCSE gaining at least a grade 6. You need to be organised, committed and ready to work hard in a successful subject area.

Drama and Theatre

AQA

<http://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262>

Head of Subject: Mr P Stevens

A Level Drama and Theatre requires and develops a range of academic and creative skills, as well as personal awareness and confidence. Students can pursue their interests and study a range of practical drama elements including acting, directing, costume, mask or technical design. The written components develop students' knowledge and understanding of theatre across history through a study of set texts, live productions and a range of practitioners. The specification is weighted as follows: 60% practical/non-exam assessments (components two and three) and 40% written examination (component one).

Year 12

Term 1: Component One (Written Exam) / Component Three (Scripted Performance)

Students will begin the study of the first set text and be able to demonstrate their directorial vision for a selection of extracts. They will learn how to explain in detail how they would stage it, taking into consideration the social, cultural and political context. Students will also study and perform an extract from their first text for Component Three. This will include a full understanding of stylistic elements as well as notes on the development and realisation of the performance.

Term 2: Component Two (Devised Performance)

In small groups, students stage and perform devised Drama drawing on a chosen theatrical style and further exploration of scripted pieces. The assessment includes detailed preparatory and supporting notes. The performance is presented in a theatrical style of the student's choice and is assessed by teaching staff before exam board moderation.

Term 3: Component One (Written Exam) / Component Three (Scripted Performance)

Students will revise Component One for the Mock Exam. Students will study and perform the second text for Component Three in the same manner as they have for the first.

Year 13

Term 1: Component One (Written Exam)

Students will study the second set text for Component One that will include a full production realisation including all technical and performance elements, incorporating social, cultural and historical context. They will also respond to at least one theatrical event by analysing the performance and/or technical elements of live or digital theatre in order to articulate how the production created or encouraged a response from the audience.

Term 2: Component Three

Students complete a group scripted performance and finish the supporting notes / coursework that accompany all texts within Component Three. This is the major performance element of the second year and therefore requires a high level of commitment. A visiting examiner from AQA examines this performance.

Term 3: Component One

This term is dedicated for revision of both set texts and live performance review in readiness for the written exam.

Candidates will have the opportunity to see a range of performances to inform their practical work. They will also have the chance to perform with the A Level Theatre Company 'Theatre in Transit' in a professional working theatre environment. 2022 will see the Performing Arts residential trip, which will take place in New York. Students will experience productions on and off Broadway and take part in specialist performance workshops.

Entry requirements

Enthusiasm, commitment and a readiness to work constructively in a team. A strong interest in either acting or theatre design is essential. A grade 6 in GCSE Drama is useful but not compulsory for acceptance on the course, but in its absence students must be able to demonstrate other experience of productions or theatre.

Economics

Edexcel

<http://qualifications.pearson.com/content/demo/en/qualifications/edexcel-alevels/economics-a-2015.html>

Head of Subject: Mr P J Davis

Economics is important regardless of the career path you follow. Economics is about scarcity and choice; we have limited resources and so choices have to be made on how these resources can best be allocated. Choices on how to best use resources have to be made in any profession; a doctor has to make decisions on how best to spend a limited budget, an engineer has to decide how to combine resources and to consider cost and revenues on every project. The analytical skills learnt in the study of Economics can develop the lines of argument and logic to make these decisions, as well as providing a framework to understand current economic issues in the UK and across the world.

Economics is traditionally divided into two related areas – **Microeconomics** and **Macroeconomics**. The former dealing with the operation of markets and why they do not always work in the best way to allocate resources. Microeconomics includes the study of demand and supply, aspects of market failure and possible solutions, as well as business economics. Macroeconomics deals with the operation of the economy as a whole: economic objectives such as inflation, unemployment and economic growth and different types of economic policies such as interest rates, public expenditure and types of taxation. This can take a global perspective, looking at international trade, economic development and inequality/poverty.

Students will follow the **Edexcel Economics (A)** course. Over the two years, students will cover two microeconomic themes and two macroeconomic themes:

- **Theme 1:** Introduction to Markets and Market Failure (microeconomics)
- **Theme 2:** The UK Economy: Policy and Performance (macroeconomics)
- **Theme 3:** Business Behaviour and the Labour Market (microeconomics)
- **Theme 4:** A Global Perspective (macroeconomics)

At the end of the two years there are three examinations for Economics A Level as follows:

- **Paper one (Markets and Business Behaviour):** covering both microeconomic themes; 35% of the A Level.
- **Paper two (The National and Global Economy):** covering both macroeconomic themes; 35% of the A Level.
- **Paper three (Microeconomics and Macroeconomics):** the synoptic paper covering all themes from the two year course; 30% of the A Level.

Entry Requirements

Students are expected to be reasonably numerate, with a focus on the use of quantitative skills in the course and the examinations. They also need to be able to articulate a reasoned, extended answer across the two years of study. For this reason a grade 6 in both Mathematics and English Language at GCSE is required. The other major expectation is that students will have an interest in current economic issues and a desire to find out more about how the economy works.

English Literature

Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html>

Head of Subject: Ms J Chumbley

English Literature is viewed by all UK universities as a facilitating subject and is therefore viewed favourably by university admission tutors. It is a linear qualification with assessment of all material taking place at the end of the course, including a 20% coursework unit. Texts studied will always include at least three pre-1900 works, including one Shakespeare play, and a post-2000 work; in Year 13 students will also be assessed on their response to an unseen text. The Edexcel syllabus gives students the breadth of study necessary to develop an informed and engaged critical appreciation of prose, poetry and drama along with key analytical and writing skills.

A Level English Literature

Unit One Drama - Written examination: 2 hours 15 mins - 30% - Open Book

Students study one Shakespeare play (eg *Othello*) and one other drama (eg *Doctor Faustus*) from either tragedy or comedy, plus a collection of essays and critical writing related to the selected Shakespeare play.

Section A - Shakespeare: one essay question incorporating ideas from wider critical reading.

Section B - Other drama: one essay question.

Unit Two: Prose - Written examination: 1 hour 15 mins - 20% - Open Book

Two prose texts from a chosen theme. Current students are studying *The Handmaid's Tale* by Margaret Atwood and *Frankenstein* by Mary Shelley under the theme Science and Society. At least one of the prose texts must be pre-1900. Students answer one comparative essay question on their studied theme.

Unit Three: Poetry - Written examination: 2 hours 15 mins - 30% - Open Book

Students will prepare for responding to an unseen contemporary poem, through study of poetic form, meaning, language and style.

Section A - Contemporary and Unseen Poetry: one essay question comparing an unseen poem written post 2000 to a poem from an anthology of contemporary poetry studied in Year 12.

Section B - Period Poetry, such as the work of the Victorian poet, Christina Rossetti: one essay question.

Unit Four: Coursework - 20%

Students have a free choice of two texts to study. Chosen texts must be different from those studied elsewhere in the A Level and must be complete texts first written in English. They may be linked by theme, movement, author or period and may be selected from poetry, drama, prose or literary non-fiction. Students produce one assignment – a comparative essay of 3,000 words.

Entry Requirements

For English Literature a Grade 6 or above in English Literature is required.

English Language and Literature

AQA

<http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-and-literature-7706-7707>

Head of Subject: Ms J Chumbley

English Language and Literature is viewed by all UK universities as a facilitating subject and is therefore viewed favourably by university admission tutors. It is a linear qualification with assessment of all material taking place at the end of the course, including a 20% coursework unit. This specification develops literary and linguistic analysis, enabling students to become critical, independent readers. It is also designed to promote creativity and to nurture personal responses to literary and non-literary texts.

English Language and Literature A Level 7707

Paper One: Telling Stories Written Examination: 3 hours - 40% of A Level

Section A - Remembered Places - Closed Book

One compulsory question on the AQA Anthology: Paris (40 marks). Comparing passages.

Section B - Imagined Worlds - Open Book

One question from a choice of two on prose set text (35 marks). Short passage as springboard for point of view response. Texts choices include: *Frankenstein*, *Dracula*, *The Handmaid's Tale*, *The Lovely Bones*. Current students are studying *Dracula*.

Section C - Poetic Voices - Open Book

One question from a choice of two on poetry set text (25 marks) dealing with the forms and functions of poetic voice. Poet choices include: Donne, Browning, Duffy, Heaney. Current students are studying Donne.

Paper Two: Exploring Conflict Written Examination: 2 hours 30 mins - 40% of A Level

Section A - Writing about Society - Open Book

One piece of re-creative writing using set text passage (30 marks) 300 words

Critical commentary (25 marks) 400 words

Set text options: *Into the Wild*, *The Suspicions of Mr Whicher*, *The Great Gatsby*, *The Kite Runner*.

Current students are studying *The Great Gatsby*.

Section B - Dramatic Encounters - Open Book

One question from a choice of two on drama set text (45 marks)

Set text options: *Othello*, *All My Sons*, *Streetcar Named Desire*, *The Herd*. Current students are studying *Othello*.

Non-Exam Assessment - Making Connections: 50 marks - 20% of A Level

Task: A personal investigation that explores a specific technique or theme in both literary and non-literary discourse (2,500-3,000 words).

Entry Requirements

For English Language and Literature a Grade 6 or above is required in either English Language or English Literature.



Film Studies

Eduqas

<http://www.eduqas.co.uk/qualifications/film-studies/as-a-level/>

Head of Subject: Mr J J Sanders

Film Studies is an exciting and challenging discipline that explores film's intellectual and emotional appeal. It enables students to develop a critical awareness and understanding of film, and its relationship with society, utilising **transferable skills** that are key to many intellectual and practical situations.

The course recognises film's unique status as an art form, a social and political tool, and as an industry, providing a number of possible analytical routes. It allows students to explore the institutions that produce films, production methods and the audiences that respond to them. Although film texts can be accessible initially, the high level of academic rigour and close analysis is demanding.

In Year 12, students engage in the construction, deconstruction and critical analysis of a range of film texts. In Year 13, there is the opportunity to extend knowledge of film concepts through an engagement with a range of film issues and debates, promoting **independent learning skills**.

A distinctive feature of the course is the practical element that enables students to put theory into practice by creating their own film, thus affording opportunities for engagement in creative work at a high level. This also facilitates the learning of new and **practical skills**, such as working on film editing software, as well as developing **logistical skills** when planning and producing their film projects.

Year 12

Component one: Varieties of Film (35%)

An exploration of films from Britain and four American films with differing historical contexts.

Year 13

Component two: Global Film (35%)

An exploration of films from World Cinema, as well as documentary films.

Component three: Production (30%)

The production of a film text (4-5 minutes) or a screenplay for a short film, with an evaluative analysis.

Film Studies is compatible with many subjects in the post-16 curriculum and is an excellent foundation for university study because of the training it provides in **independent and critical thinking, research and writing skills**, as well as **collaborative work**. It prepares students to be **creative, analytical and reflective**.

It is a highly-regarded subject at university, where it has been offered for many years at prestigious Russell Group universities such as St. Andrew's, Nottingham and Warwick, as well as an MA course at Oxford University. Bedford Modern students have gone on to study a wide range of courses including Politics, Law, Theology, Architecture, English, and, of course, Film.

Entry Requirements

Grade 6 or better in **both** English Language **and** English Literature.

French

AQA

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>

Head of Subject: Miss R Crawley

As much of our trade is currently conducted with Europe, there is no doubt that knowledge of French will continue to be an important asset in the jobs market in the years to come. French is spoken as the first language both within Europe and in North America, Africa and the Middle East, so proficiency in French can present you with opportunities to work or study across several continents. In addition French has long been an official language of bodies such as the Olympic Games, United Nations, FIFA and the IOC, underlining its importance as a means of communication on a global scale.

The new A Level specification accounts for the needs of students post GCSE with an emphasis placed on a balanced and consistent development of the four language skills of listening, speaking, reading and writing. The materials are up to date, authentic and explore contemporary issues facing French-speaking countries. Grammatical structure is an essential feature of A Level work but the emphasis still lies in understanding and speaking the language. Lessons are conducted to a great extent in French and by the A Level stage students should be able to communicate confidently and clearly in the language.

Resources also include a suitable range of DVDs, newspapers, magazines and other publications, books, on-line resources and the language laboratory. Each student has a weekly conversation class with our French Assistant, either individually or in a small group. All students are encouraged to spend some time in a French-speaking country during their Sixth Form studies and there is a Sixth Form trip to Paris for an immersion language experience. The A Level course is taught over two years in Year 12 and Year 13.

For Year 12 there will be three components of the end of year examination. These marks are not carried over to the A Level in Year 13:-

In Year 12

- Non-exam assessment: Speaking Test (30%)
(12-14 minutes plus 15 minutes preparation time)
- Paper 1 Listening / Reading / Translation into English (40%)
- Paper 2 Translation into French / Writing about a film from the prescribed list (30%)

For Year 13 there are three components tested at the end of the year:-

- Non-exam assessment: Speaking Test (30%)
(21-23 minutes plus 5 minutes preparation time)
- Paper 1 Listening / Reading / Translation into English and French (40%)
(2 hours 30 minutes)
- Paper 2 Writing about one book and one film from the prescribed list (30%)
(2 hours)

Entry Requirements

Pupils require a minimum of a grade 6 in French at GCSE but a higher grade offers more guarantees of success at achieving a higher grade at A Level.

Geography

CIE

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/>

Head of Subject: Mrs A L Kelly

The course that we follow will have ten components, six in Year 12, and four in Year 13. Two teachers provide support throughout the course, one teaching Physical Geography and the other focusing on Human Geography.

Year 12 Physical Geography will include rivers, rocks/landscape and atmosphere.

Year 13 Physical Geography focuses on coastal landscapes and hazards.

Year 12 Human Geography will focus on population, migration and settlement.

Year 13 Human Geography focuses on global interdependence and economic transition.

Assessment: Four Exams

Papers one and two will be a mix of short answer questions (similar to GCSE) and longer style extended writing.

Papers three and four will be longer mark answers and essay questions.

There is no coursework.

Fieldwork

This forms an **essential** part of the course because it provides both in-depth case study material about specifically selected sites, a major ingredient in achieving a top grade, and practical experience using investigation techniques.

Field Trips are arranged during the course including a visit overseas. In recent years we have visited Northamptonshire, Bedford, London, Iceland and SW USA.

Entry Requirements

A grade 6 at GCSE would be the minimum expectation for entry to the course.

If you don't have a GCSE in Geography we would be looking for a GCSE average score of at least 6.5 with a grade 7 minimum in English Language.

German

AQA

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662>

Head of Subject: Mr R J Killen

There is much more to Germany than business, beer and Vorsprung durch Technik; Europe is unthinkable without the rich and versatile contribution of Germany. German is spoken by well over 80 million people in Europe, including many in Eastern Europe since the fall of the Berlin Wall. Topics studied in Year 12 include aspects of daily life (such as lifestyle, relationships, health), popular and youth culture, communication and media. In Year 13 you will cover such areas as contemporary social issues, the environment, the multicultural society, and a cultural topic in the German speaking world.

The Sixth Form Syllabus has been designed to account for the needs of students post GCSE with an emphasis placed on a balanced and consistent development of the four language skills of listening, speaking, reading and writing. The materials are up to date, authentic and explore contemporary issues facing countries where German is spoken. Grammatical structure is an essential feature of A Level work but the emphasis still lies in understanding and speaking the language. Lessons are conducted to a great extent in the foreign language and by the A Level stage students should be able to communicate confidently and clearly in the language to a high idiomatic level.

The German classes take place within the self-contained Languages Faculty area of the school where we now have two digital language laboratories. These allow greater versatility in the use of audio and video sources and give access to the Internet. Departmental resources also include a suitable range of DVDs, newspapers, magazines and other publications.

Each student has, in addition to twelve timetabled periods per ten-day teaching cycle, at least one weekly conversation class with the German language assistant, either individually or in a small group. All language students are encouraged to spend some time during the post Year 12 summer vacation in a German-speaking country, on either an exchange, home stay or work experience programme. Students benefit immensely from these experiences.

German in the Sixth Form combines well with almost all the other subjects on offer, as it does when it comes to degree course choice. The study of German in the Sixth Form will not only stretch the ablest students to the limit but will also give all language enthusiasts a stimulating, enjoyable and relevant experience.

The work undertaken in Year 12 includes the following:

- Speaking
- Listening / Reading / Translation into English
- Translation into German / Writing about a set book or film from the prescribed list

For **Year 13 German** there are three components:-

- Non-exam assessment Speaking Test (30% of A Level)
(21-23 minutes plus 5 minutes preparation time)
- Paper 1 Listening / Reading / Translation into English and German (40% of A Level)
(2 hours 30 minutes)
- Paper 2 Writing about two Books from the prescribed list of set texts or one book and one film from the prescribed list (30% of A Level)
(2 hours)

Entry Requirements

We would generally expect those wishing to study German at A Level to have achieved at least a grade 6 at GCSE level.

History

AQA

<http://filestore.aqa.org.uk/resources/history/specifications/AQA-7041-7042-SP-2015.PDF>

Head of Subject: Mrs S E Wright

History is a well-established subject in the Sixth Form at BMS. Results in recent years have been excellent with an average of 84% of students obtaining grades A*- B since 2011.

The Course

The course, combining both early modern and modern elements, is constructed from the AQA specification. This particular combination has a number of benefits for students. It gives them the opportunity to study a period of History before the nineteenth and twentieth centuries, adding breadth to their overall historical understanding. It also enables students to study modern History from an international perspective which helps them to develop a clear understanding of the key issues in the world around them.

Key Points

- The A Level course requires students to study three components, two of which are examined in the form of written papers and the third of which is a Historical Investigation.
- Each of the examined components is worth 40% of the final mark and the Historical Investigation 20%.
- The Historical Investigation is completed in Year 13 and takes the form of an extended essay and will be assessed internally and moderated by the exam board.
- The examinations will require students to complete a combination of source-based and essay questions.
- The two examined components are:
 - **Breadth Study:** 1C: The Tudors: England, 1485-1603
 - **Depth Study:** 2Q: The American Dream: Reality and Illusion 1945-1980
- The Historical Investigation will be focused on the relationship between Britain and South Africa, 1815-1910.

Careers

Many BMS students go on to read History or related subjects such as War Studies and International Relations at University. More generally, History A Level is excellent preparation for a wide range of degree courses and careers, particularly Law, Business and the Media.

Entry Requirements

Anyone wishing to study History at A Level should have a genuine interest in the subject and at least a grade 6 in GCSE History. Students who have not taken History at GCSE are welcome providing their performance in English is grade 6 or above.

Latin

OCR

<http://www.ocr.org.uk/qualifications/as-a-level-gce-latin-h043-h443-from-2016/>

Head of Subject: Miss J L Newton

At A Level, students have the opportunity to study both language and literature, gradually acquiring the language skills to read literature confidently in the original Latin. Prescribed literature texts cover a range of subjects including history, myth, religion, politics and philosophy.

The course is composed of the following **four** units:

- **Unseen translation:** You will have to translate **two** Latin passages into English. This unit will be worth 33% of the total A Level.
- **Comprehension:** you will answer comprehension questions in English on a passage of Latin prose. This unit will be worth 17% of the total A Level.
- **Latin Prose Literature:** you will study a prose text of about 200 lines; in the examination you will be asked to translate a short section of text and to answer a selection of factual and stylistic questions relating to it. This unit will be worth 25% of the total A Level. Current Year 12 students are reading Cicero's speech attacking Mark Antony as a traitor to Rome.
- **Latin Verse Literature:** you will study a verse text of about 200 lines and will be asked to translate a short section of text and to answer a selection of factual and stylistic questions relating to it. This unit will also be worth 25% of the total A Level. Verse texts proposed for study include selections from Virgil's 'Aeneid'.

Ancient Greek is not formally on offer, but we can arrange tuition for any students who are interested, particularly those wishing to pursue a full Classics course (Latin and Greek) at university.

Latin is regarded highly by both employers and universities who prize the evaluative and analytical skills it develops. As well as going on to study Classics or Latin, recent students have followed a wide range of courses at university, including English, Theology, Politics, Biology, Medicine, Veterinary Medicine and Business Studies. There are also several joint courses available, combining Latin with English, a modern foreign language or History. Former students have gone on to pursue careers in law, accountancy, medicine and journalism.

Entry Requirements

Students should have at least a grade 6 in GCSE Latin.

Mathematics and Further Mathematics

OCR

www.ocr.org.uk/alevelmathematics

Head of Subject: Miss E J Ginns

Mathematics is a course worth studying in its own right, and as a supporting subject for the physical and social sciences. It is challenging but interesting. It builds on work you will have met at GCSE, but also introduces ideas that some of the greatest minds of the last millennium have produced. It is a sought-after qualification, both for courses in higher education and for the workplace.

Mathematics is a popular option at BMS and is available in combination with most other subjects. We study the OCR Mathematics A Level (Specification A, H240). The course is made up of two parts – Pure Mathematics (which accounts for two-thirds of the course) and Applied Mathematics (which is split equally between Statistics and Mechanics).

There are three 2-hour papers which are sat at the end of year 13.

Component	Content	Marks
01	Pure Mathematics	100
02	Pure Maths and Statistics	100 (50/50)
03	Pure Maths and Mechanics	100 (50/50)

Each paper has equal weighting, and calculators may be used on all three papers.

Pure Mathematics consists of (for example) algebra, graphs, trigonometry and vectors, as well as introducing the important new area of calculus (new to you, that is, but introduced in the late 17th century by Newton and Leibniz).

The Applied content is made up of Mechanics (forces, velocity and acceleration, momentum - overlapping the Physics A Level course) and Statistics (descriptive statistics, probability, discrete random variables, probability distributions).

It is a very good idea to have discussed your suitability for this course with your current Mathematics teacher; we do not recommend students who are likely to achieve a grade 6 or below at GCSE start the course.

Good mathematicians will want to consider taking both Mathematics and Further Mathematics at A Level (www.ocr.org.uk/alevelfurthermaths). This course is recommended (I would say essential) for those who want to study Mathematics at a high level for its own sake, as well as for those who see themselves studying (for example) Physics or Engineering at degree level, or who are considering Economics at Cambridge or other top universities. In Year 1, students complete A Level Mathematics. Year 2 consists of a mix of Further Pure and Applied Modules (usually a combination of Additional Further Pure, Further Mechanics and Statistics).

We follow the OCR Further Mathematics A Specification (H245), and more details can be found on the OCR website where you can view the course specification and find a sample of past papers.

Entry Requirements

To start the Mathematics course you should be expecting to achieve at least a grade 7 at GCSE. For Further Maths, a minimum of a grade 8 is essential, and ideally you will have studied an extra qualification such as the Additional Mathematics FSMQ, Further Mathematics GCSE or similar.

Music

AQA

<http://www.aqa.org.uk/subjects/music/as-and-a-level/music-7272>

Head of Subject: Mrs M A Perry

The Music course for Years 12 and 13 prepares students for the AQA A Level qualification in Music. The core skills required are listening and appraising music, performing music and composing music. The A Level in Music develops the practical and creative skills learnt at GCSE level whilst at the same time fostering critical and analytical thinking about music.

Unit One: Appraising music (40% of A Level) Students complete a listening paper that requires both aural and extended writing skills. The listening paper is on both familiar and unfamiliar music. The Areas of Study are the (i) Western Classical Tradition 1650 – 1910, (ii) Music for Theatre and (iii) Art Music since 1910.

Unit Two: Performance (35% of A Level).

Students are required to perform a solo and/or ensemble as an instrumentalist, or vocalist and/or music production (via technology). A minimum of ten minutes of performance in total is required. The performance takes place between March and May in the year of certification. By this time, students should perform at a minimum of Grade 6 standard.

Unit Three: Composition (25% of A Level) Students produce two compositions. One of the compositions requires students to complete two exercises of four-part harmonisation and the second composition is a 'free' composition. The compositions must have a combined time of at least four and a half minutes in total. Each composition is marked out of 25 and students are required to demonstrate a wide range of musical techniques within their work.

We expect A Level students to participate in ensembles relevant to their instruments (or voice). Students will be self-motivated and must be prepared to work in their own time on listening tasks and solo practice as there is always going to be more to discover about the music that we study. Students should take on responsibility for reading around the subject and listening to a wide range of music.

In the last five years, students who took A Level music went on to study: Music, Composition, Jazz Performance, Veterinary Medicine, Theology and Religion, Archaeology, Dance, Sound Technology, German and Russian, Psychology, Acoustical Engineering, History and Russian, and Audio Engineering.

Entry Requirements

All A Level students will have at least a grade 6 in GCSE Music, or have equivalent musical experience in lieu of this. Students are advised to be a minimum of Grade 5 standard on their main instrument when starting the A Level course. We ask A Level students to participate in ensembles relevant to their instrument/voice. We also expect A Level music students to be members of the school choir as this greatly benefits the aural discrimination section of the listening exam.

Philosophy

AQA

<http://filestore.aqa.org.uk/resources/philosophy/specifications/AQA-7172-SP-2017.PDF>

Head of Subject: Mrs J Morris

Philosophy means 'love of wisdom' and to enjoy this course you will need a questioning and open mind and an interest in ideas.

No previous philosophical experience is necessary. The course is designed to introduce students to important philosophical themes, to help them give a clear account of arguments and develop a rigorous approach, both critical and constructive, to the study of philosophy and the nature of argument. This will be helpful to anyone who wishes to study many other subjects to a higher level, including English, all the Humanities (Geography, History, Classical Civilisation and Religious Studies) and any other discipline which requires clarity of thought. It provides a valuable complement to Science and Maths A Levels.

There has been a significant increase of students choosing to study Philosophy nationally and in several other local schools. Many go on to study it at university, and it teaches the rigour and thinking skills which are so important in the workplace. In recent years, our students have gained places to study Philosophy at University College London, Kings College London, Warwick and Nottingham as well as Oxford and Cambridge.

The key features of the Philosophy Course are:

- Practice and development of the ability to construct and sustain clear and coherent arguments.
- Provision of a set of transferable critical thinking skills.
- Thematic and text-based study.
- A contribution to attainment in the key skills of communication and IT.
- Compatibility with other areas of study, particularly the Humanities, but it is also found to be useful by those studying predominantly Mathematical or Science-based subjects.

The course is made up of two modules in Year 12 and two more in Year 13, including a study of Epistemology (Theory of Knowledge), Moral Philosophy, Philosophy of Mind and Metaphysics of God.

The exams require responses to five questions on each topic, including both short answer and essay questions. There are two exams, each of three hours, allowing students plenty of thinking and planning time as well as writing time.

Students are required to demonstrate knowledge and understanding of the content, including through the use of philosophical analysis (conceptual analysis and argument analysis). They must also be able to analyse and evaluate the philosophical arguments within the subject content to form reasoned judgements. In doing this, they will:

- understand the ways in which philosophers have analysed the core concepts of philosophy, and be able to identify how subtle differences in analyses can have wider impacts on philosophical arguments
- understand the main philosophical arguments within topics, through the works of philosophers, and articulate those arguments in appropriate forms, correctly, clearly and precisely
- understand the philosophical claims which are made within each topic and be able to articulate those claims correctly, clearly and precisely. Students must also articulate how those claims might relate to other topic areas
- understand the ways in which philosophical arguments are developed, issues are raised, and arguments are reformulated in response to those issues
- understand the similarities and differences between the forms of reasoning used in different philosophical content areas, including the similarities and differences between different kinds of knowledge
- generate responses using appropriate philosophical formats, to a range of philosophical questions. These responses must include: articulating definitions; articulating arguments and counter-arguments; and selecting, applying and evaluating appropriate material to generate their own arguments.

Further details and information regarding special events, such as revision webinars and PPE debates, can be obtained from Mrs Morris.

Entry Requirements

Ideally candidates should have achieved at least a grade 6 in the GCSE exams in English.

Academic Physical Education

OCR

<http://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf>

Head of Subject: Miss H Gilbert

The course aims are:

- To enable candidates to gain an understanding of the physiological and mechanical basis of performance in sport and physical education.
- To foster an understanding of the psychological and sociological factors underpinning sport and physical education.

A Level PE includes the compulsory study of: Applied Anatomy and Physiology, Exercise Physiology, Biomechanical Movement, Skill Acquisition, Sports Psychology, Sport and Society and the Role of Technology in Physical Activity and Sport. Alongside this are the practical skills of PE which are examined via a student's individual performance.

Component One:

Physiological Factors Affecting Performance (External 2hr Exam – 30%)

Students focus on key systems of the human body involved in movement and physical activity. They will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities, and during recovery. Application of this theoretical knowledge will enable candidates to understand how changes in physiological states can influence performance in various sports.

Component Two:

Psychological Factors Affecting Performance (External 1hr Exam – 20%)

Students focus on the psychological factors affecting physical activities and sports, including models and theories that affect learning and performance in physical activities; how different methods of training and feedback work and why their effectiveness differs from person to person; group dynamics and the effects of leadership and stress on performers.

Component Three:

Socio-Cultural and Contemporary Issues (External 1hr Exam – 20%)

Students focus on the sociological and contemporary factors that influence and affect physical activity and sport for both the audience and the performer and how sport affects society. It includes the emergence and evolution of modern sport, the impact of the modern Olympic Games, the influence ever-evolving modern technology has on the world of sport.

Component Four:

Performance within Physical Education (Internal coursework – 30%)

Students perform in one practical activity as performer, leader or official.

Students verbally analyse and evaluate the strengths and weaknesses of a performance and create a viable action plan for the development of the performer which must include detailed application of theoretical elements from all aspects of the course.

An 'A' Grade PE student will be not only good at sport but also an expert in:

- **Psychology**
- **Biology**
- **History**
- **Sociology**

Entry Requirements

Students should be aware that the PE course involves A Level Biology theory and a grade 6 in Biology at GCSE is required.

Physics

OCR

<http://www.ocr.org.uk/qualifications/as-a-level-gce-physics-a-h156-h556-from-2015/>

Head of Subject: Mr D C Honor

Physics looks to explain the Universe around us, from the very smallest quantum phenomena to astronomical interactions. The A Level course expands upon the classical areas of Physics whilst introducing these exciting new areas of study.

Physics is vital in present-day society and lies at the heart of the multitude of science and engineering disciplines. The study of Physics encourages an enquiring, logical and analytical mind; important traits for many less obviously related careers in for example computing, business and finance.

A key component of the study of Physics is experimentation and practical work underpins our course. One or two periods each week will be dedicated to an experiment and its analysis, enabling students to explore the current topic and develop appropriate practical skills. Students will keep a lab book for all experiments, which will form the basis of a 'practical competency' endorsement at the end of the A Level. Skills will also be assessed through questions in the written papers.

We follow the OCR A Physics course, which includes the following topic areas:

Year 12	Year 13
Forces and motion <ul style="list-style-type: none">• Motion• Forces in action• Work, energy and power• Materials• Laws of motion and momentum	Newtonian world and astrophysics <ul style="list-style-type: none">• Thermal physics• Ideal gases• Circular motion• Oscillations• Gravitational fields• Stars• Cosmology (the Big Bang)
Electrons, waves and photons <ul style="list-style-type: none">• Charge and current• Energy, power and resistance• Electrical circuits• Waves• Quantum physics	Particles and medical physics <ul style="list-style-type: none">• Capacitance• Electric fields• Magnetic fields• Particle physics• Radioactivity• Nuclear physics• Medical imaging

There are three A Level papers, which all include synoptic assessment and multiple-choice questions. A practical competency endorsement is recorded separately.

Entry Requirements

Students wishing to study Physics in the Sixth Form should have achieved at least a grade 6 in GCSE Physics or grades 66 in Double Science. In the case of the latter students must have achieved at least a grade 6 in the Physics components. All prospective candidates should also have a grade 6 or better in GCSE Mathematics.

Politics

EDEXCEL

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html>

Head of Subject: Mr S G Baker

A Level Politics has a very wide appeal, not only to those with an interest in politics and current affairs, but also those who seek to broaden their **debating, presentation and analytical skills**. Our results at A Level are excellent and both teachers are examiners for the subject. The Politics Department regularly achieves one of the highest percentages of A/A* grades in the School with many students achieving full marks for various papers.

This has been achieved by there being a huge number of day, evening and residential trips offered to allow students to access Politics outside the classroom. For **Year 12** students, there has been a trip to Edinburgh to study Devolution and the Scottish Parliament. For **Year 13** Level students, there is a trip to Washington DC to study American Politics and visit important institutions such as Congress and the Supreme Court. We also participate in Model UN conference, European Youth Parliament plus a Mock Trial competition at Bedford Magistrates Court for those interested in a career in Law.

Syllabus Content - Year 12

Autumn	Spring	Summer
Trip to meet MPs	Trip to Parliament, Downing Street and Supreme Court	Ideologies Liberalism, Socialism, Conservatism and Nationalism
UK Politics Democracy, Parties, Elections and Voting Behaviour	UK Government Parliament, Prime Minister, Constitution and EU/Devolution	

Syllabus Content - Year 13

Autumn	Spring	Summer
Trip to meet US Politicians	USA Trip – New York, Philadelphia and Washington	Revision and Exams
US Politics President, Congress, Supreme Court, Parties etc	Comparative Politics Comparing UK/US Politics - eg PM v President	

A Level: Three Units - 50% on UK Politics and 50% on US Politics and Ideologies

- 1. UK Politics and Core Political Ideas - 2 hours** - Topics covered include: Democracy and Participation, Political Parties, UK Elections and voting behaviour and the role of the Media – Plus ideologies such as Socialism, Liberalism and Conservatism.
- 2. UK Government and Optional Political Ideas – 2 hours** - Topics covered include: the Prime Minister and Cabinet, Parliament, Devolution/EU and judiciary and Civil Liberties. – Plus an optional ideology such as Nationalism.
- 3. US Politics and Comparative Politics – 2 hours** - Topics covered include Presidential elections, the US Constitution, US Pressure Groups, Racial and ethnic politics, US Congress, the US Supreme Court and Federalism. In the Comparative Politics section, students will compare UK/US Politics and consider questions such as who is more powerful - President or PM?

Non-examined assessments - None

Entry Requirements

Students should have an interest in current affairs and be willing to debate and discuss in lessons.

Psychology

AQA

<http://www.aqa.org.uk/subjects/psychology>

Head of Subject: Ms H J Kelly

Psychology is the scientific study of human behaviour. Why do we **think, feel, and behave** the way we do? How should psychologists conduct research that is scientific, ethical and has practical applications?

Students follow the AQA course which gives them the opportunity to learn core scientific knowledge and develop theoretical and practical skills that are valued by higher education and employers, including critical analysis, independent thinking and research. The study of psychology contributes to students' broader understanding of scientific, ethical and social issues. Thus, it promotes understanding of self and others, challenging preconceptions.

Studying psychology encourages students to:

- Understand the main causes of human behaviour
- Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.
- Develop competence and confidence in a variety of practical, mathematical and problem-solving skills.
- Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.
- Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Year 12 Content

Social influence, memory, attachment, psychological approaches (including biopsychology), psychopathology and research methods.

10% of marks are awarded for mathematical skills.

Year 13 Content

Issues and debates, relationships, schizophrenia and aggression.

10% of marks are awarded for mathematical skills.

Assessment

Three two-hour papers.

Entry Requirements

Grade 6 in English Language or Literature, **and** a grade 6 in Biology **and** one other science.

Religious Studies

Eduqas

<http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/>

Head of Subject: Mr J L Hooper

Religious Studies is an increasingly popular subject to study at A Level. This is due in part to the consistently strong GCSE results in the subject at BMS, but mostly because of the content of the course. The courses aim to promote an enquiring, critical and empathetic approach to the study of belief systems. It is therefore equally appropriate to those taking predominantly science-focussed subjects as those with a Humanities or wider Arts portfolio.

There is a great deal of contiguity and complementarity across the curriculum, particularly in terms of the skills required in other essay-based subjects such as English or History. As a Department we focus on the skills of academic argument and reasoning, which link to and assist in the development of clarity of thought.

We follow the Eduqas course which is comprised of three components – The Philosophy of Religion, Ethics and the Study of Islam. It is entirely examined with no coursework.

Year 12

In the Philosophy of Religion students look at three themes – the existence of God, challenges to religious belief and religious experience.

In Ethics students look at ethical thought, deontological ethics and teleological ethics, including the application of theories to contemporary issues

In Islam students look at the key religious figures and texts, the concept of Allah and religious practices that shape identity.

Year 13

In the Philosophy of Religion students build upon their knowledge of challenges to religious belief and religious experience as well as introducing the theme of religious language.

In Ethics students build upon religious thought and deontological ethics as well as introducing determinism and free will.

In Islam students build upon their knowledge of religious figures and texts alongside religious practices that shape identity as well as introducing Islamic attitudes to politics, the State and the West.

Careers

Religious Studies provides an excellent stepping stone to a wide variety of courses at the top universities. More generally, Religious Studies A Level is excellent preparation for a wide range of careers.

Entry Requirements

Pupils should have gained at least a grade 6 at GCSE. Candidates who have not studied the subject before must have achieved well in subjects such as English and History.

Spanish

AQA

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692>

Head of Spanish: Mrs R Reed

Why settle for just one world language.....

...when you could be speaking two?

As the Mexican author Carlos Fuentes said in 1998:

"Hablar más de una lengua no daña a nadie. El monolingüismo es una enfermedad curable"

(Speaking more than one language never hurt anyone... but speaking just one language can be cured.)

There is no doubt that the knowledge of a foreign language is an asset in the jobs' market in Europe and in the world where Spanish is spoken as the first language of trade in most Latin American countries. Fluency in Spanish is a much sought-after skill and completing an A Level Spanish course will equip you with skills in all key areas including speaking, listening, reading and writing.

The AQA A Level specification is followed: topics studied in year one encompass family and relationships, technology, sex equality, culture, regional identity, music and cinema with a set film from the prescribed list.

In year two we study social issues of diversity, immigration, aspects of political life in the Hispanic world, the dictatorship of Franco and the transition to the Spanish monarchy, strikes and a prescribed set text in Spanish.

Students are taught by two teachers over 12 periods per fortnight and also have a weekly conversation class with a Spanish native speaker. Every year students have the opportunity to participate in a language and work experience trip to Rosas.

The A Level course is taught over two years in Year 12 and Year 13. For Year 12 there will be three components tested at the end of year examination. These marks are not carried over to the A Level in Year 13:-

Year 12

There are three components:

- Non-exam assessment: Speaking test (30%)
12-14 minutes plus 15 minutes preparation time
- Paper 1 Listening / Reading / Translation into English
- Paper 2 Translation into Spanish/Writing about a set book or a film from the prescribed list

Year 13

There are three components tested at the end of the year:

- Non-exam assessment: Speaking test (30% of A Level)
21-23 minutes plus 5 minutes preparation time
- Paper 1 Listening / Reading / Translation into English (40% of A Level)
2 hours 30 minutes
- Paper 2 Writing about two set books or a film and a book from the prescribed list (30% of A Level)
2 hours

Entry Requirements

Pupils require a minimum of a grade 6 in Spanish at GCSE but a grade 7-9 offers more guarantees of success at achieving a higher grade at A Level.

A Level Results 2020

Subject	Total	A*	%	A	%	B	%	C	%	D	%	E	%	U	%	A*-A	%	A*-B	%	A*-C	%
English Language and Literature	11	2	18%	3	27%	4	36%	2	18%	0	0%	0	0%	0	0%	5	45%	9	82%	11	100%
English Literature	11	6	55%	4	36%	1	9%	0	0%	0	0%	0	0%	0	0%	10	91%	11	100%	11	100%
Biology	32	4	13%	9	28%	12	38%	6	19%	1	3%	0	0%	0	0%	13	41%	25	78%	31	97%
Chemistry	34	7	21%	13	38%	9	26%	4	12%	0	0%	1	3%	0	0%	20	59%	29	85%	33	97%
Physics	41	7	17%	10	24%	14	34%	8	20%	2	5%	0	0%	0	0%	17	41%	31	76%	39	95%
Maths	54	13	24%	13	24%	12	22%	11	20%	5	9%	0	0%	0	0%	26	48%	38	70%	49	91%
Further Mathematics	9	6	67%	1	11%	2	22%	0	0%	0	0%	0	0%	0	0%	7	78%	9	100%	9	100%
Geography	17	4	24%	6	35%	5	29%	2	12%	0	0%	0	0%	0	0%	10	59%	15	88%	17	100%
History	14	2	14%	7	50%	3	21%	2	14%	0	0%	0	0%	0	0%	9	64%	12	86%	14	100%
Religious Studies	10	5	50%	3	30%	1	10%	1	10%	0	0%	0	0%	0	0%	8	80%	9	90%	10	100%
Classical Civilisation	7	0	0%	4	57%	2	29%	1	14%	0	0%	0	0%	0	0%	4	57%	6	86%	7	100%
French	4	1	25%	2	50%	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	4	100%	4	100%
German	3	1	33%	1	33%	0	0%	1	33%	0	0%	0	0%	0	0%	2	67%	2	67%	3	100%
Spanish	11	2	18%	2	18%	4	36%	3	27%	0	0%	0	0%	0	0%	4	36%	8	73%	11	100%
Latin	2	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%	2	100%	2	100%
Art	6	2	33%	3	50%	1	17%	0	0%	0	0%	0	0%	0	0%	5	83%	6	100%	6	100%
Computer Science	4	2	50%	2	50%	0	0%	0	0%	0	0%	0	0%	0	0%	4	100%	4	100%	4	100%
Design Engineering	3	2	67%	0	0%	1	33%	0	0%	0	0%	0	0%	0	0%	2	67%	3	100%	3	100%
Product Design	13	5	38%	8	62%	0	0%	0	0%	0	0%	0	0%	0	0%	13	100%	13	100%	13	100%
Theatre Studies	12	4	33%	5	42%	3	25%	0	0%	0	0%	0	0%	0	0%	9	75%	12	100%	12	100%
Film Studies	10	2	20%	4	40%	2	20%	2	20%	0	0%	0	0%	0	0%	6	60%	8	80%	10	100%
Music	5	2	40%	1	20%	0	0%	1	20%	0	0%	1	20%	0	0%	3	60%	3	60%	4	80%
Physical Education	1	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%	1	100%
Psychology	17	4	24%	3	18%	8	47%	2	12%	0	0%	0	0%	0	0%	7	41%	15	88%	17	100%
Philosophy	2	1	50%	0	0%	1	50%	0	0%	0	0%	0	0%	0	0%	1	50%	2	100%	2	100%
Govt & Politics	27	4	15%	8	30%	10	37%	5	19%	0	0%	0	0%	0	0%	12	44%	22	81%	27	100%
Economics	24	5	21%	12	50%	6	25%	1	4%	0	0%	0	0%	0	0%	17	71%	23	96%	24	100%
Business	26	5	19%	7	27%	11	42%	3	12%	0	0%	0	0%	0	0%	12	46%	23	88%	26	100%

Whole School	410	98	24%	134	33%	113	28%	55	13%	8	2%	2	0%	0	0%	232	57%	345	84%	400	98%
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57% A* - A



Co-curricular Programme

As well as the co-curricular opportunities mentioned below there are a wide range of further options. These include such diverse activities as joining the Eco Club, helping with Amnesty International, engaging with the Film Society or popping along to the Poetry Café. The majority of these are operational during lunchtimes. All Sixth Form students are also placed in one of the School's six Houses. This creates numerous leadership opportunities, as well as the chance to get personally involved in House competitions including dance, music, drama, watersports, debating and cake decorating amongst many others.

Music

We encourage all Sixth Form students to immerse themselves into the musical life of BMS. Students of all abilities and interests are catered for with organised activities running every break, lunchtime and sometimes after school. There are no auditions – we encourage participation for everyone and want students to enjoy being part of the music scene here at School.

Ensembles

These include: Symphony Orchestra, Sinfonia (String Orchestra), School Choir, Big Band, Groove Collective (Fusion Band) and various chamber groups for String, Woodwind, Percussion and Brass players.

Concerts and Productions

Our concert schedule is extensive and varied both in School and in the wider community. These performances showcase our very best students but also give less experienced players the opportunity to take part in more relaxed events. From Open Mic Night to our Nine Lessons and Carols service we believe there is something for everyone in our co-curricular programme at BMS. There is also the opportunity for singers and instrumentalists to become involved in the Senior School Productions.

Individual Music Lessons

The Music Faculty also offers individual instrumental and vocal lessons, and we cater for a wide range of instruments and genres.



Performance Arts

The Performance Arts Faculty at BMS has a long-standing tradition of providing Sixth Form students with an array of unrivalled exciting and challenging opportunities. You will have the chance to take part in:

- **Senior School Production** – a chance to perform in the school theatre. Recent shows have included *Sister Act*, *West Side Story* and *Our Country's Good*.
- **Theatre in Transit** – our exclusive Sixth Form Theatre Company delivering a wide range of thought-provoking and challenging productions. Recent plays include *An Ideal Husband*, *Oh! What a Lovely War*, *The Heights* and *The Musicians* all performed at The Place in Bedford.
- **Dance** classes are offered to Years 12 and 13 in Ballet, Tap, Modern, Jazz and Street Dance. The highlight of the year being the Dance Showcase.
- **Speech and Drama** – you will have the chance to attend private lessons to prepare for LAMDA exams and take part in the Bedfordshire Festival of Music, Speech and Drama and our own Speech and Drama Showcase.

It is important to remember that **all** students can get involved in Bedford Modern School's Senior School production and that you do not have to be taking A Level Drama and Theatre to audition.

Outreach

Support of others through voluntary service is at the very heart of our ethos. This is clearly encouraged throughout our Junior and Senior School and we hope that all students will at some point avail themselves of the numerous opportunities that are on offer.

The whole school charity committee is led by sixth form students and we also have a sixth form team that runs their own initiatives each year. We undertook a sleep out last year raising in excess of three thousand pounds for local charities, as well as our annual shoe box appeal at Christmas when each tutor group pledges to provide at least one shoe box of goodies at Christmas.

Many students volunteer through our Community Service programme with care homes, charity shops, cafes and schools all being popular destinations. Walking with dementia sufferers and their carers as well as our drop-in centre for senior citizens, where they can enjoy a cup of tea and a cake with music or a quiz, are very popular with our guests.

Our international Outreach has supported communities in India, Kenya, Malawi and South Africa in recent years.

Sport

We encourage our students to harness the life skills inherent in sport. We offer a broad range of activities that engages every student to participate in sport and inspires them to reach their full potential.

For many, students represent the School as part of a team. For others, students will have a positive experience of exercise which will provide them with interest and skills to take into life beyond BMS. Sport here supports academic success and we provide students with sporting experiences that enable them to explore future challenges with confidence.

Sixth Form students have a weekly Games session on a Wednesday afternoon within their timetable. Students can make personal choices of which sports activities they wish to engage in.

The Games options offered differ depending on the time of year so that all students have a chance to try a new sport they may not have experienced before.

In the Autumn term the main team sport is Rugby for the boys and Hockey for the girls, alongside Rowing. For the non-team players there are further options of Basketball, Badminton, Table Tennis, Dance, Swimming and Weights and Fitness.

In the Spring term the main team sports are Football and Hockey for boys and Netball for girls, alongside Rowing. For the non-team players there are options of Basketball, Badminton, Table Tennis, Weights and Fitness, Dance and a PE carousel.

In the Summer term the main team sports are Cricket, Athletics, Tennis and Rowing. For non-team players there are options of Fencing, Table Tennis, PE carousel, Weights and Fitness, Badminton and Table Tennis.

Outdoor education

Combined Cadet Force (CCF)

Bedford Modern School has a vibrant Tri-Service Combined Cadet Force (RN, Army and RAF Sections) with more than 100 cadets regularly taking part in training on a Tuesday Night and occasional weekend training during the term. We encourage new Sixth Form students to come and join us. The CCF has unrivalled leadership and development opportunities, and can help in many areas of your DofE Award (Skills, Volunteering and Residential Sections). Membership and participation can provide extra, meaningful content for your personal statements.



The Duke of Edinburgh's Award (DofE)

The DofE can be a life-changing experience. It could be a fun time with friends, an opportunity to discover new interests and talents, or a tool to develop essential skills for life and work. The DofE is the world's leading recognised mark of achievement; respected by universities and employers. We encourage all students aged 14 and above (Year 9) to take part in the DofE. In Year 12 and 13 students can start their Gold DofE whether they have achieved their Bronze or Silver or if they are new to the Award.

If they have achieved their Silver Award, their Gold will take them a minimum of 12 months to complete. If they have only achieved their Bronze or they are completely new to the Award it will take a minimum of 18 months to complete (direct entry). All participants will need to complete the following sections: Volunteering (for a charity or non-profit organisation), Skill, Physical, Expedition (four-day, three-night adventure in wild country) and a Residential (five days, shared activity or specific course with people you don't know, in a residential setting away from home and in an unfamiliar environment).

True Adventure Expeditions

Students are involved in the planning of the itinerary and develop their leadership and group skills during a three or four week international expedition during the summer holiday break. This usually includes trekking in a distinctive environment, a sustainable project, which may be environmental or community-based, and time for cultural awareness and relaxation. In recent years destinations have included Ethiopia, Nepal and Ecuador. Participating in an expedition helps to prepare students for life's challenges and equips them with many of the skills that they will need in the years to come.



BMS

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