



# THE SIXTH FORM



BADMINTON  
SCHOOL

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**BADMINTON**  
**SCHOOL**





# Welcome to the Sixth Form

The Sixth Form at Badminton is a melting pot of opportunities. Every girl's journey will be different as we put together a tailored programme that focuses her towards university, life and her future career.

Badminton offers a truly holistic educational experience where academic excellence is achieved through exceptional teaching as well as access to first class resources and facilities.

The broad and varied extra-curricular programme provides opportunities to apply knowledge and really 'get under the skin' of academic subjects while developing valuable skills for life. We give each girl the tools to become an independent learner who is able to confidently pursue her next steps.

Girls enjoy the chance to be part of the vibrant global community in our Sixth Form Centre. They are encouraged to study independently and to manage their time effectively, plan for their future and make the most of events in School and in Bristol. In the background, we provide a strong network of subject teachers, tutors,

*"Badminton offers a truly holistic educational experience..."*

House staff and specialists such as Mrs Wheddon our Director of Academic and Pastoral Care and Mrs Proudman our Director of Higher Education and Professional Guidance. They keep a close eye on each girl's development and step up to support when the need arises.

There is no one type of Badminton girl, our aim is that all of our girls will enjoy this stage of their lives to the full, enabling them to meet every challenge and opportunity that the future will bring with confidence and a strong sense of purpose.



# Boarding at Badminton

We believe in a boarding environment personalised to each girl's needs.

Badminton provides an encouraging and supportive environment which enables every girl to flourish while committing to the development of her own future. Through a focus on recognising the talents, skills and interests of each girl, we enable them to find their place in the wider School community.

Girls live in a dedicated Sixth Form Centre which creates a more independent atmosphere and day girls also have their own desk to ensure complete integration in to the life of the School. In the Lower Sixth, Boarders will share a study bedroom with another girl, empowering them to foster strong social bonds within School from the very beginning. In the Upper Sixth girls have their own bedroom, giving them the time, space and independence to prepare for their examinations.

*“The atmosphere in the Boarding House is one of friendship and community which creates a unique environment...”*



The atmosphere in the Boarding House is one of friendship and community which creates a unique environment in which girls can make the most out of their time with us and develop friendships which can last a lifetime. We are proud of the extensive programme of activities which is available in the evenings and at weekends, allowing the girls to quickly develop a sense of belonging in the School.

The welcoming, global community spirit in the Sixth Form House is supported by a nurturing and enthusiastic tutorial team who are on hand to support and encourage the girls at all times.

Boarding in the Sixth Form provides a fantastic new challenge for girls as well as a stepping stone to life at university and beyond.



*“In 2016 our pupils achieved top results in their A Levels; 67% of all grades awarded were A\*/A, whilst 90% were graded A\* - B.”*

*“This year 81% of girls achieved their first choice university place.”*

## Higher Education and Careers

A comprehensive programme of professional guidance is on offer to girls to ensure that they make successful applications to their first choice universities both in the United Kingdom and overseas.

Each week timetabled sessions introduce Sixth Formers to every aspect of university entrance, careers education and employability skills. An external speaker programme provides real insights to a diverse range of careers as well as a range of prestigious universities. Through our extensive alumnae network we are able to demonstrate clearly to girls just how far a Badminton education can take them with visits from former pupils in a range of distinguished careers.

With so many of our girls aspiring to enter the top professions, we offer personalised support for our aspiring Doctors, Dentists and Vets. A key feature of this programme are termly workshops run by medical professionals which take place in School.

Our Oxbridge Programme is enhanced by the matching of pupils to alumnae who are currently studying at Oxford and Cambridge. Our girls are mentored and supported at every stage of the process and benefit hugely from the chance to learn first-hand about applying successfully and life at these elite institutions.

Our aim is to ensure that each girl is supported fully ensuring that they move successfully and confidently on the next stage of their journey in pursuit of their ambitions.

## Extended Project Qualification

In the Lower Sixth, pupils are given the opportunity to broaden and enhance their range of academic skills with a research project called the Extended Project Qualification (EPQ).

This is a standalone qualification which has significant UCAS value and is very highly respected by many leading universities.

Although not a mandatory part of the Sixth Form programme, in this course of study pupils enjoy the freedom to carry out an extended piece of research into any topic chosen by them and this can take the form of a written thesis or even some form of practical outcome.

*“The EPQ is the ideal way to prove a commitment to a university subject.”*

Since its launch two years ago at Badminton, a number of girls have opted to include this qualification as a key part of their Sixth Form studies and the range of topics has been diverse. Reports have been written on areas ranging from Ebola, Diabetes and the fall of France in 1940, to Buddhism, airline safety and clinical trials.

Whilst some pupils opt to do the EPQ as a way of enhancing a university application, for others the motivation is the pleasure of learning. The EPQ may be the only occasion in a pupil's School life when they can produce an extended piece of work on a topic chosen by them, researched and honed by them and at the end presented to a gathered audience. For others, it presents an opportunity to explore an area of study linked to a degree course which cannot be covered in any A Level course such as medicine, accountancy or aspects of law. The EPQ is the ideal way to prove a commitment to a university subject.



## Leiths Cookery School

Leiths Academy continues to thrive at Badminton and is a very popular choice among our Sixth Form pupils.

Working in partnership with the award winning cookery School, girls are offered the opportunity to undertake the Leiths Introductory Certificate in Food and Wine.

Over five terms they develop a solid understanding of fundamental cooking skills and this course allows them the opportunity to prepare dishes ranging from a weekday supper, to a menu that would impress guests at a dinner party. Attention is also paid to accentuating culinary delights with wines which match perfectly to the menu.

The course is externally assessed and is a fantastic opportunity to develop sought after life and employability skills.

We are extremely fortunate with the facilities at Badminton for Food and Nutrition which undoubtedly fuel the girls' passion for culinary pursuits.



## Creative Arts

Our stunning Creative Arts Centre is the backdrop for a wide range of creative art, including jewellery, pottery, sculpture, fine art, textiles, photography and digital media.

No one can resist being creative in such a stimulating environment.

Professional artists are invited to work with the girls on specific projects with recent artists including Serena De La Hay (wicker sculpture) and Rupert Bathurst (portraiture).

Girls enjoy success in various art competitions including Young Tate Modern and the Bristol Schools' Art Exhibition. There are frequent trips to view exhibitions at The Royal Academy, Tate Modern and local Galleries.

# Drama

Our annual senior production presents a range of genres such as restoration comedy, Shakespeare, Commedia del'Arte and musical theatre.

Drama Clubs produce various productions throughout the year and some of the girls enjoy developing expertise in technical production, including lighting, sound management and set design.

Regular trips to local theatres, Stratford-upon-Avon and London are organised and pupils enjoy participating in local drama groups, including Bristol Youth Theatre. Former Badminton pupils have gone on to study at RADA and to perform with the Royal Shakespeare Company and the Globe Theatre. Speech and Drama classes are popular, culminating in LAMDA and Poetry Vanguard examinations.

In the Sixth Form girls can also play a pivotal role in the annual Shakespeare Schools Festival performance through outreach activities with local junior schools.



# Music

Badminton would not be the same without music. Everyone is encouraged to contribute to music in School from the beginner to the most accomplished.

We regularly enjoy performances by girls in assemblies, informal recitals and concerts. A major concert takes place each term, with the highlight being the pre-Christmas concert at Bristol's foremost venue – St. George's Bristol.

A high proportion of girls study at least one musical instrument and there is a wide variety of choral and ensemble groups in School. These include choirs, orchestra, string ensembles, woodwind and other groups which reflect girls' talents and interests which range from classical to jazz and musical theatre.

As we have over 30 visiting music teachers in School each week, girls can study a wide range of instruments. Master classes are arranged in School and pupils from other local Schools are welcomed. Girls regularly attend concerts, locally and nationally, to experience a variety of music.

The Music Department also organises regular overseas tours. In recent years Badminton girls have performed choral and instrumental works in Budapest, Bruges, Barcelona, Florence, Leipzig and Berlin.

Many girls enjoy participating in music competitions out of School as well as in our own Music Festival. Some have won accolades in national and international competitions and others belong to the National Youth Orchestra. Girls are encouraged to join in the variety of music activities in Bristol including music societies, local orchestras, competitions and festivals.

Sixth Form pupils have a plethora of opportunities for getting involved in music. These include the Schola Cantorum and Badminton Choir, numerous orchestras and ensembles as well as music theory classes.



## Sport

We value sport for enjoyment and fitness as part of a healthy balanced lifestyle, as well as competitively.

At Badminton we are fortunate to have space on our campus for our sports facilities including a 25 metre indoor swimming pool, full sized all-weather pitch, tennis and netball courts, gymnasium and fitness centre. An advantage of the School's location in Bristol is that we also have easy access to other local facilities for more specialist sport for example dry slope skiing, riding and climbing.

Pupils in the Sixth Form benefit from a wide variety of extra-curricular opportunities enabling them to develop physically, socially and emotionally to reach their full potential.

There are many opportunities for girls to play in teams. Fixtures are arranged on Wednesday afternoons and Saturday mornings in our major sports. Teams are entered for, and enjoy success, in county, regional and national tournaments and Badminton girls are regularly selected for County teams.

We support girls who are pursuing excellence in individual sport such as tai kwondo, judo, synchronised swimming, squash, kick-boxing and cycling at national level.

Planning permission has just been granted for a new purpose built Sports Centre and building work will commence in 2017.

# Clubs and Societies

With over fifty clubs and societies taking place every week at Badminton, girls have the opportunity to augment their academic studies or develop other skills by getting involved in a host of other enrichment activities.

From Pilates to art and debating to Greek there is something to interest everyone. Our list of Clubs and Societies evolves each year and of course, if a club does not yet exist, Sixth Form pupils are encouraged to create one.

## OUR CURRENT LIST OF CLUBS AND SOCIETIES INCLUDES:

- Classical Art Club
- Pupil Investor Challenge
- Accountancy and Business Competition
- Royal Economic Society Essay Competition
- The Gabblers' Club
- Hot Potato Club
- Programming Club
- Leiths Academy
- Senior Team Maths Challenge
- Model United Nations Conference, Bath
- German Clinic
- French Conversation for non-continuers in the Sixth Form
- UK Languages Olympiad
- Senior School Choirs:
  - Schola Cantorum
  - Badminton Choir
- Senior School Orchestras:
  - Symphony Orchestra
  - Swing Band
  - Wind Band
  - Flute Group
  - Senior Cello Group
  - Chamber Music
- Philosophy Society
- Zebedee (Christian Union)
- Badminton Club
- Fitness Club
- All Years Lacrosse Club
- Sixth Form Sports Leaders (Level 3)
- Pilates
- Dance Fit
- Netball
- Fencing
- Public Speaking
- Medicine and Associated Careers
- Science Media Team
- Developing Thinking Skills in Biology
- Law Club



## Enrichment - Skills For Life

In Sixth Form we create an environment which balances academic excellence with the fulfilment of individual potential in a host of activities.

Through carefully selected enrichment programmes we equip our pupils with the skills, experience and confidence to become part of and thrive in a competitive, global society.

## OPPORTUNITIES CURRENTLY INCLUDE:

- **Twilight GCSE Programme – Italian and Psychology Short Courses**
- Duke of Edinburgh's Award
- Volunteering in the Local Community
- Peer Mentoring
- Junior School Volunteering Programme
- Science Outreach Programme
- Engineering Education Scheme (EES)

# Lower Sixth Curriculum Choices

Over the last few years, schools across the country have been faced with tough decisions to make as the A Level system has undergone reform.

These reforms are part of a government drive to turn the clock back to a more linear approach where only exams sat at the end of Upper Sixth will count towards the final grade. The motivation for these reforms is also driven by a desire to bring renewed vigour to the system, update content and to revise assessment methods.

Badminton's approach from September 2017 is a 'three plus model' in which all pupils will be asked to choose three A Levels (some may choose four) and then commit to some form of weighty enrichment which may take the form of an EPQ, an AS Level over two years or a short course GCSE for example. It might also involve wider outreach work or volunteering; the breadth of opportunity is one of the hallmarks of the Sixth Form here at Badminton.

As a general rule, universities only require three A Level subjects so we believe it generally makes more sense to focus on doing three to a high level. In addition, universities also like to see evidence of wider breadth and commitment. It is also the case that some universities have, on occasions, offered a pupil a place on a course with lower grade requirements on the proviso of that pupil obtaining a high grade in an EPQ. As it stands, the School does not anticipate that it will enter pupils for AS exams at the end of the Lower Sixth as we would wish to maximise teaching time to cover enhanced course content and assessment methods.



Stuart Dalley  
Director of Studies

It is also the case that reformed A Levels are structured to be taught in a linear manner over two years so it is expected that all exams would be sat in the summer of your daughter's Upper Sixth year.

We are also delighted to announce that we will be broadening our A Level provision from September 2017 by offering Business, PE and Psychology A Level.





# Biology (AQA) AS/A2

Studying Biology at AS and A Level will enable you to acquire a systematic body of biological knowledge and an appreciation of its significance.

It is a subject that can provide you with great enjoyment and respect for living things. You will develop a greater understanding about your health and the environmental pressures shaping our environment.

## PRACTICAL ENDORSEMENT

The development of practical skills is continuously assessed and reported to the Exam Board at the end of the course. The required "Practical Endorsement" involves completing a total of 12 specified practical activities over the two years of the course.

➤ Further information is available from Miss Kirby

## ASSESSMENT CRITERIA

- The AS specification has been divided into four topics:
- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms

These topics and associated practical skills will be assessed in two 90 minute written papers of equal weighting. The majority of questions will follow a short answer questions style, though some will be comprehension based.

- The A2 Level topics are:
- Energy transfer in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

All eight topics and associated practical skills will be assessed in three 2 hour papers of similar weighting.



# Chemistry (AQA) AS/A2

Chemistry underpins our everyday existence. It is responsible for advances in the quality and comfort of our lives and is central to our understanding of the natural world.

Everyday items we take for granted such as washing powders, cosmetics, perfumes, toothpaste and toiletries were developed with the help of chemists. Exciting products such as new fabrics for sportswear, laptops and state of the art mobile phones are equally dependent on chemistry. Many of the challenges facing today's society will be overcome with the help of chemical scientists. Their work will be central to the development of new sustainable energy resources and new medicines to treat and cure diseases. Chemistry is an exciting, challenging subject with the potential for significant personal and financial rewards.

## PRACTICAL ENDORSEMENT

The development of practical skills is continuously assessed and reported to the Exam Board at the end of the course. The required "Practical Endorsement" involves completing a total of 12 specified practical activities over the two years of the course.

➤ [More information is available from Mr Gibbons](#)

## ASSESSMENT CRITERIA

- **The AS specification consists of two units:**

### UNIT 1: Inorganic and Physical Chemistry

This unit is assessed by a 90 minute written exam worth 50% of AS marks.

### UNIT 2: Organic and Physical Chemistry

This unit is assessed by a 90 minute written exam worth 50% of AS marks.

- **The A Level specification consists of three units:**

### UNIT 1: Inorganic and Physical Chemistry

This unit shares the material covered in the AS course but adds transition element chemistry in the broad sense as well as the aqueous chemistry of transition element ions. The unit is assessed by a 2 hour written exam making up 35 % of the A Level marks.

### UNIT 2: Organic and Physical Chemistry

This unit shares the material covered in the AS course but adds the chemistry of carbonyl compounds, carboxylic acids, derivatives and aromatic chemistry. There is also a new module on biological molecules and aspects of medicinal chemistry. The unit is assessed by a 2 hour written exam making up 35 % of the A Level marks.

### UNIT 3: Synoptic Element and Practical Skills

This component is a synoptic assessment covering the entire course. Pupils' knowledge and understanding of practical chemistry is examined in this component. There is no longer a practical exam although pupils are expected to build and maintain a portfolio of practical investigations. The unit is assessed by a 2 hour written exam making up 30 % of the A Level marks.



# Mathematics & Further Mathematics AS/A Level

Mathematics is a subject that provides excellent transferable skills that can be applied to a wide range of subjects.

Universities place a high value on the subject because it shows the individual is capable of in-depth, independent study.

Ofqual is currently in the process of reviewing new A Level Maths specifications for first teaching September 2017. The content of AS and A Level Mathematics has been fixed. All pupils will study pure mathematics, mechanics and statistics (including analysis of real world, large data sets). There will be more emphasis on problem solving, reasoning and modelling, and a requirement for the use of technology.

Once the specifications have been accredited, the Mathematics Department will choose the one that they believe best suits Badminton girls and their aspirations.

In line with A Level Mathematics, Further Mathematics is also undergoing a national review. For those with a real passion and talent for the subject, Further Mathematics can be an immensely rewarding and satisfying course of study.

There will be some choice of content in the Further Mathematics AS and A Level courses. As with the Mathematics course, the department will review all specifications that are accredited and choose the most suitable.

Girls who choose to study Further Mathematics will complete their A Level Mathematics course in Year 12 and then complete the A Level Further Mathematics Course in Year 13.

➤ [Further Information is available from Dr Ryder](#)

## ASSESSMENT CRITERIA

- [Course Structure](#)

In the draft specifications the structure of the assessment varies between the different awarding bodies.



# Physical Education (AQA)

Studying A Level Physical Education will give the learner an insight into the fast paced world of sport.

The difference between winning and losing in high performance sport is often marginal and won by 100ths of seconds or centimetres. Physical Education is an increasingly diverse subject and the A Level course offers an excellent overview of the varying factors which contribute towards achieving the optimal athletic performance.

This is a multi-dimensional course which enables students to acquire a range and depth of knowledge across a variety of inter-related disciplines.

➤ Further information is available from Miss Gomersall

## ASSESSMENT CRITERIA

- Paper 1: Factors affecting participation in physical activity and sport

SECTION A: Anatomy and Physiology

SECTION B: Skill Acquisition

SECTION C: Sport and Society

- Paper 2: Factors affecting optimal performance in physical activity and sport

SECTION A: Exercise Physiology and Biomechanics

SECTION B: Sports Psychology

SECTION C: Sport and Society and Technology in Sport

- Non-exam assessment: Practical performance in physical activity and sport

SECTION A: Practical performance as performer or coach in one chosen activity (15%)

SECTION B: Written / verbal analysis of performance (15%)



# Physics (OCR) AS/A2

Taking AS or A Level Physics will give you the opportunity to explore how the universe works and encourage you to approach the world not just logically, but with curiosity and a sense of wonder.

It will allow you to acquire and develop skills relating to the scientific method that are not only relevant to your science studies, but can be applied to other disciplines and to everyday life. An ability to express yourself clearly and concisely whilst using scientific terminology accurately is necessary. The maths involved is more of a basic arithmetic requirement than anything else. If you can rearrange an equation and then enter values into it to calculate an answer then you are qualified to do the course.

Physics is often taken with other scientific subjects and Mathematics. In the past, pupils have even studied Physics as a contrast to their other subjects such as Art and Modern Languages.

➔ Further information is available from Ms Wheeler

## ASSESSMENT CRITERIA

- **Physics content is split into six teaching modules:**

Modules 1 to 4 constitute the stand-alone AS Level qualification; Modules 1 to 6, combined with the Practical Endorsement, constitute the full A Level.

The modules can be summarised as:

**MODULE 1: Development of practical skills**

**MODULE 2: Foundations of physics**

**MODULE 3: Forces and motion**

**MODULE 4: Electrons, waves, and photons**

**MODULE 5: Newtonian world and astrophysics**

**MODULE 6: Particles and medical physics**

- **At AS Level**

Papers 1 and 2 can assess any content from Modules 1 to 4.

- **At A Level**

Paper 1 assesses content from Modules 1, 2, 3 and 5. Paper 2 assesses content from Modules 1, 2, 4 and 6. Paper 3 assesses content from Modules 1 to 6.



# Psychology (AQA) AS/A2

The human mind is often thought of as the ultimate unexplored frontier. Psychology is the scientific study of the mind and behaviour.

Psychologists observe and conduct experiments to investigate the way people think, feel, act and interact. These findings are then applied in numerous fields including mental health, forensics, education, business, research and sport.

Studying Psychology will enable you to develop skills of analysis, interpretation, evaluation and application, which are well received by both universities and employers. Lessons are a vibrant mixture of debate, discussion, lectures, group work and practical work.

Psychology is a relatively new discipline but has many overlaps with Biology and Medicine. Advances in neuroimaging techniques are enabling neuropsychologists to answer questions around consciousness, perception and emotion. Psychology is an exciting and broad subject which suits those with a curious and critical mind.

➤ [Further information is available from Mr Dalley](#)

## ASSESSMENT CRITERIA

- The A Level specification has been divided into three sections:

### PAPER 1: Introductory Topics in Psychology

- Social Influence
- Memory
- Attachment
- Psychopathology

### PAPER 2: Psychology in Context

- Approaches in Psychology
- Biopsychology
- Research Methods

### PAPER 3: Issues and Options in Psychology

- Issues and Debates in Psychology
- Choice of Relationships, Gender or Cognition and Development
- Choice of Schizophrenia, Eating Behaviour or Stress
- Choice of Aggression, Forensic Psychology or Addiction

These topics will be assessed in three 2 hour written papers of equal weighting. There are a range of question styles including multiple choice, short answer and extended writing, with an emphasis on application of theories and knowledge.



## Business (EDEXCEL)

The study of Business at A Level offers students the exciting opportunity to explore the business world through case study examples and a range of different contexts.

The course explores the wide variety of areas within a business including marketing, finance, human resources, operations, globalisation and the external economic environment.

Students develop a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis. They are also asked to apply numerical skills in a range of business contexts.

➤ [Further information is available from Mrs Moyle](#)

### ASSESSMENT CRITERIA

- [Course Structure](#)

**THEME 1: Marketing and People**

**THEME 2: Managing Business Activities**

**THEME 3: Business Decisions**

**THEME 4: Global Business**



## Economics (AQA) AS/A2

This course gives pupils an insight into the workings of economies. It deals with economic issues and problems being faced today in the real world by individuals, businesses and governments.

Understanding Economics will enable you to make informed judgements about British, European and global issues and provide an ideal platform for further study of Economics, Business and Accountancy at university.

Pupils will learn how to analyse and understand economic data, critically evaluate information and reached justified conclusions and recommendations about the world in which they live. With the current worldwide economic turbulence there has never been a better time to study such a dynamic and relevant subject.

➤ Further information is available from Mrs Moyle

### ASSESSMENT CRITERIA

- The A Level is split into two main areas:

#### MICROECONOMICS:

##### Individuals, Firms, Markets and Market Failure

This includes such topics as The Law of Demand, demand and supply, elasticities, production costs and revenue, market failure and government intervention.

#### MACROECONOMICS:

##### The National and International Economy

Here we explore wider national economic issues including economic growth, inflation, interest rates, exchange rates, unemployment and the balance of payments on the current account.



## Geography (EDEXCEL) AS/A2

Geography is the study of the people, places and environments of our world, the processes by which they are changing and the interconnections between them – both locally and globally.

The concepts of sustainability are important as is the management and mismanagement of the environment in different global contexts.

Geography is a very diverse subject that sits at the interface of the sciences and humanities and provides a firm base for life-long learning. Consequently, Geography graduates go into a wide variety of jobs, particularly into fields such as law, development, journalism, management, environmental consultancy and the financial sector to name a few.

➤ For further information please see Ms Morgan

### ASSESSMENT CRITERIA

- **The A Level specification consists of the following topics:**
- **DYNAMIC LANDSCAPES**  
Tectonic Processes and Hazards, Landscape Systems, Processes and Change (Glaciated landscapes or Coastal Landscapes)
- **DYNAMIC PLACES**  
Globalisation, Shaping Places (Regenerating Places or Diverse Places)
- **PHYSICAL SYSTEMS & SUSTAINABILITY**  
The Water Cycle and Water Insecurity, The Carbon Cycle and Energy Insecurity
- **HUMAN SYSTEMS & GEOPOLITICS**  
Superpowers, Global Development (Migration Identity and Sovereignty or Human Rights and Intervention)

Enquiry skills will be developed through the independent investigation relating to content within the specification.



# Government & Politics (AQA) AS/A2

## Political decisions shape all of our lives both in the present and in the future.

Every person should be aware of how their system of government operates. Who wields the power, how, and does the system work? You should also be able, as informed citizens, to participate meaningfully in the democratic process. A Level Politics is an ideal preparation for exercising the privileges that we enjoy as citizens of the United Kingdom or other democratic nations around the world.

Moreover, the study of Politics is an exciting intellectual challenge where pupils develop and deploy a variety of skills: debate and discussion, the ability to create an effective argument, to analyse information and to make valid judgements to name but a few. No other course demands such a blend of historical context and contemporary analysis, with pupils consuming both traditional and new media, bringing their ideas and opinions into the classroom to share, debate and consider.

**The Government and Politics Department is currently in the process of reviewing new A Level specifications for first teaching in September 2017. The current A Level syllabus is detailed in the assessment section for information.**

➤ **Further information is available from Mr Davies**

## ASSESSMENT CRITERIA

- **The AS specification consists of two units:**

At AS Level you will develop a broad knowledge and understanding of the political system in the UK. The specification is split into two units: one looking at the electoral processes, political parties and political participation in democracy and the other looking at the political systems through which governments operate in the UK, looking at Parliament, Prime Ministers and the British Constitution. We visit the House of Parliament in London and portcullis House as well as attending numerous political lectures throughout the year. We also participate in Model United Nations political debating, we hear MPs and MEPs speak.

**UNIT 1: People, Politics and Participation**

**UNIT 2: Governing Modern Britain**

- **The A2 specification consists of two units:**

At A2 Level you will have the opportunity to expand your knowledge of contemporary political systems through the study of American Government and Politics.

**UNIT 4: The Politics of the USA**

**UNIT 5: The Government of the USA**



## History (AQA) AS/A2

The study of History allows us to explore the human experience. Pupils will understand the forces which shaped the political, cultural and intellectual world of the past.

Studying History, trains you to select relevant information, assess the validity of an argument, think and write logically, make informed judgements about controversial issues and present a well-ordered case backed by supporting evidence. Thereby, the study of History equips pupils for both a wide range of future study and, beyond that, a wide variety of careers.

The courses pursued at Badminton explore key moments of change in British and World History: the Tudor Dynasty and the American War of Independence. The courses follow a linear path. This means that pupils of History study two units, a breadth and a depth study, throughout the two years of study. There is also a coursework unit which contributes to the A Level.

➤ Further information is available from Mr Davies

### ASSESSMENT CRITERIA

- **The Breadth Study**

#### THE TUDORS: ENGLAND, 1485–1603

This unit will comprise 40% of the A2 mark.

**Part One:** Consolidation of the Tudor Dynasty: England, 1485–1547 (Year 12)

**Part Two:** England, 1547–1603: Turmoil and Triumph (Year 13)

- **The Depth Study**

#### THE BIRTH OF THE USA, 1760–1801

As with the Breadth Study, this unit will comprise 40% of the A2 mark and is studied throughout the two years of the course.

**Part One:** The origins of the American Revolution, 1760–1776 (Year 12)

**Part Two:** Establishing the Nation, 1776–1801 (Year 13)

- **The Historical Investigation**

The coursework unit makes up 20% of the total A2 marks and is teacher assessed. Pupils will be expected to carry out a piece of research which demonstrates an awareness of historiography, includes a range of evaluated sources and must arise from the study of a period covering 100 years.



## Religious Studies (OCR) AS/A2

History of Art is an academic subject and is recognised as such for the purpose of university entrance.

Girls who choose to study History of Art must be interested in visual images, why they were produced, for and by whom and what they might mean. History of Art compliments many other subjects – English Literature, History, Modern Languages, Latin, Philosophy and Ethics and Art in particular.

The History of Art Department is currently in the process of reviewing new A Level specifications for first teaching in September 2017. The current A Level syllabus is detailed in the assessment section for information.

➤ Further information is available from Mrs Everett

### ASSESSMENT CRITERIA

- The AS specification consists of two units:

#### UNIT 1: Visual Analysis and Interpretation

This unit makes up 40% of the total AS marks and is assessed by a written examination.

#### UNIT 2: Themes in History of Art

This unit makes up 60% of the total AS marks and is assessed by a written examination.

- The A2 specification consists of two units:

#### UNIT 3: Investigation and Interpretation 1

This unit will test knowledge and understanding of art and architecture in nineteenth century Europe. This unit makes up 25% of the total A Level marks and is assessed by a written examination.

#### UNIT 4: Investigation and Interpretation 2

This unit will test knowledge and understanding of art and architecture in sixteenth century Europe. This unit makes up 25% of the total A Level marks and is assessed by a written examination.



# Religious Studies (OCR) AS/A2

Religious Studies is a varied and challenging course for those interested in religious, philosophical and ethical issues.

Based on current specifications, we consider questions such as ‘What survives after my death?’, ‘Can we prove that God exists?’, ‘Has science made religion redundant?’, ‘Am I genuinely free to make moral decisions?’ and ‘How do we define ‘good?’’. We will also examine the history and theology of Islam.

ETHICS	ISLAM	PHILOSOPHY OF RELIGION
<b>AS Level</b>		
Natural Moral Law	Human Destiny	Plato and Aristotle
Kantian Ethics	Tradition	Soul, Mind and Body
Utilitarianism	Shari’a Law	Teleological Argument
Situation Ethics	Sufism	Cosmological Argument
Applied Ethics – Euthanasia	God is One	Ontological Argument
Applied Ethics – Business Ethics	Prophecy & Revelation	Religious Experience
<b>A choice of two out of three questions</b>		
1 exam – 1 hour	1 exam – 1 hour	1 exam – 1 hour
<b>A Level</b>		
Meta-ethics	Science and Philosophy	Religious Language
	Gender Equality	
Sexual Ethics	Justice and Liberation	Attributes of God
	Islam and the State	
Conscience	Islam in Europe	
	Tolerance	
<b>A choice of two out of four questions</b>		
1 exam – 2 hours	1 exam – 2 hours	1 exam – 2 hours

➤ Further Information is available from Mrs Harris

## ASSESSMENT CRITERIA

- **Course Structure**

At AS Level, 50% of marks are awarded for evaluation. At A Level, this increases to 60%.



## Art (AQA) AS/A2

The UK creative industries are renowned across the globe and are generating almost £10 million pounds per hour.

Our girls live in a fast paced visual world; which they need to understand and thrive within. Their visual communication skills and ability to be creative have never been so important. At Badminton we believe that our pupils benefit from a diverse exposure to artists and a multi-disciplinary range of techniques. Our Art Studios are industrious, fast paced and exciting.

The AS and A2 Fine Art course offers pupils the opportunity to gain proficiency in a wide range of media and processes including painting and drawing, textiles, printmaking, ceramics, and mixed media. Initially projects are set by staff to ensure syllabus coverage, but topics are designed to be open-ended and interpreted in individual ways. The course is lively and stimulating; it builds on the knowledge and skills gained at GCSE Level. Art is a unique subject area offering invaluable learning opportunities for pupils where seeing, feeling, thinking and making are combined in a powerful form of visual and tactile communication.

➤ [Further information is available from Mrs Bowes](#)

### ASSESSMENT CRITERIA

- **The AS specification consists of two units:**

#### COMPONENT 1

**Portfolio of Work:** This unit makes up 60% of the total AS marks and is teacher assessed. Pupils will create a collection of materials which exemplifies work carried out during the AS course.

#### COMPONENT 2

**Externally Set Assignment:** Pupils respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints.

- **The A2 specification consists of two units:**

#### COMPONENT 1

**Personal Investigation:** Pupils develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes.

#### COMPONENT 2

**Externally Set Assignment:** Pupils respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints.



# Drama & Theatre Studies (AQA) AS/A2

Drama and Theatre Studies is an exciting, inspiring, practical and rigorous course.

It promotes involvement in and enjoyment of drama and theatre as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. The subject is appropriate for any level of experience and talent as long as the pupil has the ability and willingness to work as part of a theatrical team. Pupils who have completed the course have gone on to top universities and Drama Schools, gaining degrees in a diverse range of subjects from Drama, English and the Humanities, to PPE, Law, Business and Economics.

A Level Drama and Theatre offers pupils the opportunity to explore drama as a practical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention.

➤ Further information is available from Mr Pender

## ASSESSMENT CRITERIA

- The A Level consists of three units:

### COMPONENT 1

#### Drama and Theatre

- Written exam
- 40% of A Level

### COMPONENT 2

#### Creating Original Drama (Practical)

- Assessed via working notebook
- Devised performance
- 30% of A Level

### COMPONENT 3

#### Making Theatre (Practical)

- Performance
- Reflective report
- 30% of A Level



## English Literature (OCR) AS/A2

The academic study of English Literature gives you the chance to analyse and explore a range of texts and your personal response to language which explores culture, politics, history, philosophy, psychology and morality.

Your own writing will develop as you learn to formulate your responses into coherent, precise and eloquent prose. English Literature can prepare you for a wide variety of careers ranging from journalism, to working in the media and communications.

The reformed A Level offers an exciting and varied range of texts written from the 14th to the 21st century.

**LOWER SIXTH:** At the beginning of the course you will have the chance to discover texts that you will not have come across at GCSE including *The Merchant's Tale* by Geoffrey Chaucer (died 1400) and one of Shakespeare's greatest plays, *Hamlet*. We then study *Mrs Dalloway* (1925) by Virginia Woolf, *A Street Car Named Desire* (1947) by Tennessee Williams, the poetry of Sylvia Plath including *Ariel* (1965) as well as sampling a range of very modern novels.

**UPPER SIXTH:** In the Autumn Term you will focus on your coursework, including an essay on *Ariel* by Sylvia Plath and a 2000 word essay comparing *A Street Car Named Desire* with one of the modern novels. We then study *A Doll's House* (1879), a play by Ibsen and *Tess of the D'Urbervilles* (1892) by Thomas Hardy, along with a range of texts written by, or about women.

► For further information please contact Mrs Griffith

### ASSESSMENT CRITERIA

- At the end of the course there are three components that make up the A Level:
- **COMPONENT 1**  
Shakespeare, Drama and Poetry pre 1900 – 40%
- **COMPONENT 2**  
Close Reading in a chosen topic area and comparative and contextual study. (We have chosen Women in Literature as our topic area) 40%
- **COMPONENT 3**  
Coursework – close reading and comparative study (*A Street Car Named Desire* with a modern novel of your choice). 20%



## Music (OCR) AS/A2

Studying Music in the Sixth Form is the ideal stepping stone for those wishing to pursue Music at university.

At Badminton, our AS and A2 courses offer the opportunity to develop proficiency across a broad spectrum of skills from an individual performance to orchestral collaboration.

Pupils interested in studying Music are advised to have reached a minimum of Grade 6 in their main instrument or voice at the beginning of the Sixth Form and should receive individual instrumental or vocal tuition for the duration of the course.

➤ Further information is available from Mrs Lee

### ASSESSMENT CRITERIA

- The A Level course consists of three components:
- Performing
- Composing
- Listening and Appraising

#### PERFORMING AND COMPOSING - either OPTION A

**PERFORMING A:** Pupils perform a recital lasting 6-9 minutes as a soloist, accompanist or in an ensemble on any instrument or voice. This component makes up 25% of the total marks.

**COMPOSING A:** Pupils submit at least three pieces of music with a combined duration of at least 8 minutes.

- One composition to a brief set by OCR
- One composition to a brief written by the pupil
- A specialist study in composition techniques

This component makes up 35% of the total marks.

#### Or OPTION B

**PERFORMING B:** Pupils perform a recital of at least three pieces lasting 10-12 minutes as a soloist, accompanist or in an ensemble on any instrument or voice. One piece must allow an in-depth development and a demonstration of repertoire idiomatic to their chosen instrument or voice. This component makes up 35% of the total marks.

**COMPOSING B:** Pupils will be required to submit at least two separate pieces of music with a combined duration of at least 4 minutes.

- One composition to a brief set by OCR
- One composition to a brief written by the student

This component makes up 25% of the total marks.

#### LISTENING AND APPRAISING

This component makes up 40% of the total A Level marks and is assessed by a written examination. Through the study of set works and related repertoire drawn from four Areas of Study, pupils will be able to develop knowledge and understanding of musical elements, contexts and language.



## Photography (AQA) AS/A2

Photography pupils are encouraged to develop their technical and creative ability.

We enjoy a purpose built darkroom for traditional black and white 35mm photography, Canon EOS digital cameras, studio lighting and a suite of computers running Adobe Photoshop. However, perhaps the greatest value of the AS and A2 courses is that they teach the aesthetic skills used in a whole range of visually orientated careers, from architecture to fashion, television and digital media to graphic or theatre design, marketing and product development.

Pupils mount and present their work in a creative and professional manner. Through both manual and digital platforms pupils gain understanding of composition, tonal values, focussing, aperture and shutter speeds. Learning to analyse the work of other photographers becomes a valuable support to the development of the pupils' own work and aesthetic sensibilities.

➤ [Further information is available from Mrs Bowes](#)

### ASSESSMENT CRITERIA

- **The AS specification consists of two units:**

#### COMPONENT 1

**Portfolio of Work:** This unit makes up 60% of the total AS marks and is teacher assessed. Pupils will create a collection of materials which exemplifies work carried out during the AS course.

#### COMPONENT 2

**Externally Set Assignment:** Pupils respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints.

- **The A2 specification consists of two units:**

#### COMPONENT 1

**Personal Investigation:** Pupils develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes.

#### COMPONENT 2

**Externally Set Assignment:** Pupils respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints.



## Latin (OCR) AS/A2

Latin provides plenty of scope for discussion and sharing ideas as you develop your translation techniques and literary criticism skills.

Pupils will have regular translations and consolidate their knowledge of grammar, vocabulary and syntax systematically. GCSE will have introduced most language points already and in the Sixth Form pupils will develop further understanding. Exploring the texts may involve independent research, presentations, recitation and even dramatic performance. The internet, library resources, film and art are all used to enhance your enjoyment. Pupils will find themselves discussing and exploring some surprisingly modern topics during the course.

Latin is universally recognised as a rigorous academic subject, which has had a profound influence upon every aspect of Western civilisation, both in the sciences and the arts. Pupils are required to develop analytical, literary and linguistic skills which are deservedly respected by employers. Latin may be read at university as a subject in its own right, as part of a dazzling array of Classics degrees or jointly with other languages, ancient and modern.

➤ Further information is available from Ms McNee

### ASSESSMENT CRITERIA

- **AS Level course**

Pupils will build on their knowledge of the language from GCSE by reading adapted selections of historical, epic and mythological writing by prominent Roman authors, while also examining their literary and historical contexts.

#### LITERATURE

Two Roman genres are studied, prose and poetry.

- **A Level course**

#### LANGUAGE

Pupils will focus on developing their translation skills so that they are able to tackle the reading of un-adapted texts from two important Roman authors.

#### PROSE LITERATURE

Pupils will explore the works of Roman historians, orators and political commentators.

#### VERSE LITERATURE

Pupils will delve into the works of both epic and elegiac poets.

Assessment is through written examination, with 50% of the marks available for language and 50% for literature.



## Modern Languages (EDEXCEL) AS/A2

Studying modern languages will provide you with excellent and varied career opportunities as well as transferable skills that will prepare you for further study and the world of work.

Language skills have increasing value in the global job market and will impress employers in whichever career you choose.

When studying a language at A Level, we build upon the skills of speaking, listening, reading and writing that you developed at GCSE Level. In class, you will take part in debate and discussion on current issues. In addition, during the A Level course, you will study a film in the first year and a novel in the second year.

During your course you will be encouraged to visit the target language country on either a study visit or exchange, or possibly to do some work experience. You will also have a weekly lesson with a native speaker in a small group to develop your oral skills further.

➤ Further information is available from Mrs Walton

### ASSESSMENT CRITERIA

Topics studied in French, German and Spanish vary slightly in content, but in the first year of study topics such as Education, changing Family Structures and the Media are included.

The second year of study includes the topics of Immigration and Integration, as well as a historical theme.

**FRENCH:** The Occupation and Resistance

**SPANISH:** The Franco Dictatorship and Transition to Democracy

**GERMAN:** German Reunification



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