



Bablake

*6th Form*  
*Information Booklet*  
*2012/2013*

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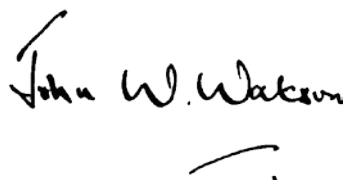
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## FROM THE HEADMASTER

We are immensely proud of the bright, well-rounded young adults who leave Bablake's Sixth Form with an experience and confidence which open up endless exciting possibilities.

I hope that you will want to play a valuable rôle in this vibrant, ambitious and happy part of our community.



## INTRODUCTION

### The Advanced Level system

When the A level system was reformed in September 2000, all subjects were divided into 6 modules, most of which were available for examination in January and June each year. This system was modified so that from September 2008, in the great majority of subjects, there are now four modules. The most notable exceptions are Mathematics and the Sciences, which retain six modules.

In the Lower Sixth (Year 12) the course is called Advanced Subsidiary (AS). Each subject is assessed by two modules, normally by the end of that year, although Biology, Chemistry, Physics, Mathematics, Business Studies, ICT, Economics and Religious Studies offer modules in January. The standard of AS is intended to be roughly half-way between GCSE and 'A' level standard. After receiving their results in August, Lower Sixth students will have either finished the course in a subject and will be awarded an AS certificate, or will continue to full Advanced Level by taking the second part of the course called A2. If they continue with a subject the AS mark will contribute 50% of the final A level grade and the A2 course the other 50%. A2 is also generally assessed by two modules. It is not possible to take A2 without taking AS as well. The standard of A2 is higher than at AS level. AS level is graded A to E for passes and U for fail. A level is graded A\* to U. The A\* grade is a recent addition, and is intended to distinguish the most able students. **An A\* will be awarded at A level for a score of 90% in the A2 units**, in addition to the attainment of an A grade overall.

### The system at Bablake

At Bablake, most students will begin the Lower Sixth Year (Year 12) studying **four** subjects at AS level. When they choose the four subjects in the Spring term of the Fifth Year (Year 11) they will also have to indicate which **three** they intend to carry on to A2 in the Upper Sixth (Year 13). This will enable the school to create a timetable structure to ensure all students can follow the three subjects they choose for two years. It is often possible to change this decision towards the end of the Lower Sixth Year, but it must fit in with the structure that has already been created. **Therefore a change of course at that point cannot be guaranteed.**

A typical model of a student's weekly timetable would be as follows:

#### Lower Sixth

*4 subjects at AS level - 8 or 9 periods per subject -	32 to 36 periods
CSV/Games	3 periods
Private Study	6 to 10 periods

#### Total 45 periods

#### Upper Sixth

*3 subjects at A2 level - 9 or 10 periods per subject -	27 to 30 periods
Enrichment	2 periods
CSV /Games	3 periods
Private Study	10 to 13 periods

#### Total 45 periods

Successful students will therefore be awarded one pass at AS level and three at A level. Slightly different arrangements will be made for those studying Further Mathematics (see page 23). There will also be the opportunity for limited numbers of brighter students to take the EPQ (Extended Project Qualification), equivalent to an AS grade.

*\*Some subjects are taught in 9 periods per week at 'AS' and 9 at 'A2', whereas others are better taught in 8 at 'AS' and 10 at 'A2'.*

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## Choice of subjects

The spirit behind the current system is to offer a broad Sixth Form education by encouraging students to include at least one contrasting subject in their choice. Many universities support this breadth of study:

“We will be happy to consider applications from students who have utilised this opportunity to combine knowledge acquisition with key skill competencies and different study techniques across a challenging range of subjects.” (Loughborough University)

“Competition is very fierce. While departments still have core academic expectations of potential students, applicants can be advantaged by demonstrating a broad range of achievement.” (Durham University)

All students should therefore seriously consider studying a minimum of one contrasting subject, at least to AS level. What this means is perhaps best shown in a statement from the University of Cambridge: “It is important that our science graduates can communicate and are perhaps fluent in another language, and that our arts graduates can think logically and are reasonably numerate”. Any Fifth Former unsure as to the suitability of the choice of subjects can always seek guidance from the Director of Studies, Mr A.M. Hopkins, the Head of Sixth Form, Mrs A. J. Tumber (Tel: 024 7627 1212) or the Careers Department.

However, we have no intention of imposing such a contrast on students. We fully believe that subject choices should be based firmly on two important criteria:

### 1. The requirements of a career or Higher Education

To help in this, all members of the Fifth Year are interviewed individually by the Careers Department, in order to assess and advise on A level choices in the light of career or Higher Education aspirations, as well as the pupil's own skills and personal qualities.

### 2. The interests and aptitudes of the student

A level is a demanding option. To achieve success, students need to develop a self-disciplined routine and a full commitment to work. This is most likely to occur when students are studying subjects in which they show ability and genuine interest. The subject notes in this booklet are intended to help with this, and pupils are strongly advised to consult their subject teachers and Form Tutors over A level choice. Further information will be given on each subject by Heads of Department at the Sixth Form evening on Tuesday 15 November 2011 from 5.45pm for external candidates, and 6.30pm for the current Bablake Fifth Form.

Many jobs and Higher Education courses require no particular subject, or subject combination. Instead, the emphasis is on the quality of the student, measured by the examination grades obtained, the work habits acquired and the personal attributes and skills developed as a result of two years in the Sixth Form.

The subjects on offer from September 2012 are:

Art	Biology	Business Studies
Chemistry	Classics	Design Technology
Drama & Theatre Studies	Economics	English Literature
French	Further Mathematics (AS +A2)	Geography
German	History	Information & Communication Technology
Latin	Mathematics	Music
Physical Education	Physics	Psychology
Philosophy & Ethics of Religion	Spanish	

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## PROCEDURES FOR 'A' LEVEL CHOICE DURING THE 5<sup>TH</sup> YEAR

### Autumn Term

1. Distribution of Sixth Form information booklet
2. Entry to Sixth Form evening for parents and pupils – Tuesday 15 November 6.30pm (5.45pm for prospective external applicants)
3. Initial choices (Friday 25 November during form period)

### Spring Term

4. 'Mock' GCSE examinations
5. Parents' evening for consultation with subject teachers
6. Final choice of subject by pupils before the end of term

While pupils' choices may be regarded as provisional until early September, it must be emphasised that once the timetable for the next academic year has been started (usually April), some changes will be impossible.

### Entry Qualifications

The award of Grade B or above in the General Certificate of Secondary Education in five subjects, and preferably of Grade A in any which have been selected for A level, is expected in order to equip a student for Sixth Form studies, provided it is supported by a determined resolve to work and the willing acceptance of the role of the student. At least an A grade is expected in the more hierarchical subjects, including Mathematics, Chemistry, Physics and Languages; pupils and parents should consult the relevant sections of this booklet. Advice will also be given on subject combinations suited to different pupils. These requirements will only be waived in exceptional cases.

## FINANCIAL ASSISTANCE

Bursaries and Scholarships which are already held are continued into the Sixth Form, subject to the usual income qualifications or general rules governing these schemes. However, a number of additional bursaries are available for pupils entering the Sixth Form. These are open to both current pupils and applicants from outside Bablake. Any parents who feel that financial circumstances may entitle them to consideration for these extra awards should contact the Headmaster's P.A. for an application form.

### Scholarships

A number of Sixth Form Scholarships will be awarded for the two years in the Sixth Form; these are open to both current pupils and applicants from outside Bablake. They are on offer as follows:

**Academic Scholarships** – worth up to a maximum 50% fee reduction.

**Music Scholarships** – worth up to a maximum of 50% fee reduction.

**Sports Scholarships** – worth up to a maximum 15% fee reduction.

Such is the strength of applications that several smaller awards are normally made. The Scholarships are open to all Fifth Formers and prospective Sixth Formers from other schools and the main criteria for the award of a Scholarship will be academic, musical and/or sporting ability.

For the **Academic Scholarship**, an applicant should be capable of achieving, and be predicted by his/her school to achieve A\* grades in all the subjects at GCSE that are to be taken at A level. The ability to gain a majority of A\* grades in subjects at GCSE will be looked for.

For the **Music Scholarship**, an applicant should be able to demonstrate that he/she has played in a school orchestra and/or for one of the Youth Orchestras in the region or has good singing ability. The applicant must be capable of following the standard A level courses offered at Bablake. The study of Music at A level would be desirable but not essential. The ability and enthusiasm to be involved in all the musical activities in the School, and to take a leading role in these, will be very important. The minimum standard required for Music Scholarship applications is Associated Board Grade Six on at least one instrument or voice. Music Scholarship Application forms are available from the Bablake Admissions Officer.

For the **Sports Scholarship**, an applicant should have gained at least county honours in any sport offered by the school, and should also demonstrate leadership qualities and a commitment to school sport. The applicant must be capable of following the standard A level courses offered at Bablake. The study of Physical Education at A level would be desirable but not essential.

Pupils who feel they have a realistic chance of gaining a Scholarship and who wish to be considered will have to apply by letter to the Headmaster enclosing a Curriculum Vitae which should include a list of GCSE subjects being studied and intended AS and A2 subjects. In the case of a Music Scholarship, information about instruments played, grades achieved and orchestral and/or choral involvement will also be needed. Pupils may be considered for all awards, but will generally only be awarded an

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Academic, Music or Sports Scholarship.

All applications should be submitted to the Headmaster by **Tuesday 21 February 2012**

Interviews of selected candidates will take place during March 2012. The successful candidates will be informed of the awards by the end of term. Those applying for an Academic Scholarship will also sit a written test.

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## THE SIXTH FORM AT BABLAKE

Success at A level, as has already been stressed, is dependent on the approach of the individual student. However, the Sixth Form at Bablake has a number of features which are essential supports for students who wish to fulfil their potential.

These are:

### **Academic Environment**

The Bablake Sixth Form contains about 260 students. All are studying for A levels. There is, therefore, a common academic purpose on their part, and continuity of teaching on the part of specialist staff with wide experience of teaching up to Oxford and Cambridge entrance level.

### **Teaching Groups**

In order for staff to provide a high level of individual tuition and for students to participate fully in discussion, the size of teaching groups is carefully limited.

### **Facilities**

The Sixth Form Block contains a silent study area, networked computers, a common room and coffee bar. These are all exclusively for the use of the Sixth Form. Many subjects have rooms specifically reserved for A level teaching. In the case of Sciences and Modern Languages, there is specialised equipment used primarily by A level students.

### **Tutorial System**

Tutor groups in the Sixth Form usually contain 12-14 students. The tutor has an important role to play overseeing the student's academic and personal progress. During the weekly tutor period, tutors deal with such things as study skills, effective use of time, relevant personal, social and current issues and, as time goes on, the process of applying for Higher Education or employment. The tutor collects information for the production of references and is responsible for the UCAS reference for university candidates. The Head of Sixth Form, the Assistant Head and Head of Careers also give a significant amount of guidance.

### **Monitoring of Progress**

Regular assessments continue but in a more detailed form than in the lower part of the School. Tutor interviews, subject teacher interviews and reports occur throughout the two years. In some circumstances progression onto the A2 course may not be automatic and would be dependent upon performance at AS level.

### **General Environment**

During these two years, it is vital that students continue to develop the personal qualities, skills and work habits which Higher Education and employers look for as a supplement to academic attainment. On the one hand, we aim to build on the attitude and responses which have their roots in the lower part of the School. Accordingly, elementary requirements such as uniform and punctuality are maintained. On the other hand, Sixth Formers are given flexibility in such things as the use of time, style of uniform and choice of games activities, with the expectation that they will exercise this greater freedom responsibly. They can exploit individual strengths and priorities, form relationships with the teaching staff in a more relaxed but mature way and make contributions to the general life of the School in leadership rôles and in the many other activities which occur. Thus it is possible to strike a balance between the demands of purely academic studies, positive participation in the School community and social or work commitments outside the school. In the process, students enhance their own prospects, find considerable satisfaction and exercise a major influence on the ethos of the whole School.

## A LEVEL RESULTS 2011

A LEVEL SUBJECT	PASS GRADES						TOTAL PASSES	%A/B	%PASS
	A*	A	B	C	D	E			
Art	4	0	1	1	0	0	6	83%	<b>100%</b>
Biology	1	11	8	13	2	1	36	54%	<b>97%</b>
Business Studies	2	2	2	0	0	0	6	100%	<b>100%</b>
Chemistry	2	15	9	2	1	1	30	83%	<b>100%</b>
Design Technology	0	1	2	0	0	0	3	100%	<b>100%</b>
Economics	5	11	13	0	2	0	31	94%	<b>100%</b>
English Literature	2	4	4	8	2	0	20	50%	<b>100%</b>
French	0	1	2	3	1	0	7	43%	<b>100%</b>
Geography	1	9	9	2	0	0	21	91%	<b>100%</b>
Geology	1	0	2	0	0	0	3	100%	<b>100%</b>
German	0	2	0	0	0	0	2	100%	<b>100%</b>
History	4	14	9	2	0	0	29	90%	<b>100%</b>
ICT	0	0	0	2	1	0	3	0%	<b>100%</b>
Latin	2	2	1	0	0	0	5	100%	<b>100%</b>
Mathematics	9	21	11	5	3	0	49	84%	<b>100%</b>
Further Mathematics	2	3	4	1	0	0	10	90%	<b>100%</b>
Music	0	1	0	0	0	0	1	100%	<b>100%</b>
Physics	6	8	4	1	0	0	19	95%	<b>100%</b>
Psychology	0	2	3	7	0	0	12	42%	<b>100%</b>
Religious Studies	1	5	7	1	1	0	15	87%	<b>100%</b>
Sports Studies	1	3	2	1	2	0	9	67%	<b>100%</b>
Theatre Studies	0	0	4	3	0	0	7	57%	<b>100%</b>
<b>Total</b>	<b>43</b>	<b>115</b>	<b>97</b>	<b>52</b>	<b>15</b>	<b>2</b>	<b>324</b>	<b>79%</b>	<b>100%</b>

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## SUBJECTS AVAILABLE AT BOTH 'AS' AND 'A2' LEVEL

### ART & DESIGN

#### *OCR AS H160/A2 H560*

The course is designed to build upon and expand the skills and knowledge gained at GCSE and at KS3. We aim to give students the opportunity to develop personal responses to ideas, observations, experiences, environments and cultures.

The course aims to be flexible and offer students the chance to work in a range of media and styles to fulfil their creative aspirations. The course provides a good foundation for further study in Art and Design and courses such as architecture, with many students going on to study at degree level.

At present we follow the OCR course of study, with the majority of our entries in the unendorsed syllabus. This allows for a range of experiences to be covered during the course from drawing and painting, textiles, printing, photography, sculpture, ceramics and graphics. In some cases where a student wishes to specialise they may be entered for an endorsed course such as Textiles.

Gallery visits are undertaken as part of the course with an extended overseas visit every two years. This allows students to observe the work of artists and experience cultures first hand. Artist workshops and life drawing classes in the evenings have also been organised to enrich what already takes place in the classroom.

The course structure is as follows:

#### **AS**

**Unit 1:** A coursework portfolio unit. 60% of the AS mark (30% of the total mark).

**Unit 2:** Externally set controlled assignment. 40% of the AS mark (20% of the total mark). This includes a supervised 5 hour session.

#### **A2**

**Unit 3:** A coursework unit of a personal investigation which must be accompanied by a written component of between 1000 – 3000 words (30% of the total mark).

**Unit 4:** Externally set controlled assignment which includes a 15-hour supervised session (20% of the A2 total mark).

All units are marked by the centre and then moderated by OCR on a visit to the centre.

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## BIOLOGY

### *OCR AS H021/A2 H421*

The AS course is split into two units.

Unit 1 (15% of A2 Level) entails students learning about:

- cells
- exchange between organisms and the environment
- transport in animals and plants

This accounts for 30% of the total of AS marks and will be examined in January.

Unit 2 (25% of A2 Level) covers:

- biological molecules
- ecology and evolution
- food and health.

This accounts for 50% of the total AS mark and will be examined in June.

The remaining 20% (10% of A2 Level) is accounted for by coursework. This is made up of three practical based tasks performed in school. These are then internally assessed.

If students wish to continue with Biology, the A2 course again contains 2 units plus coursework.

For Unit 4 (15% of A2 marks), the students study:

- communication systems
- homeostasis
- respiration
- photosynthesis.

This will be examined in the January session of the A2 year.

Unit 5 (25% of A2 marks) contains:

- genetics
- ecology
- organisms responses to the environment.

This will be examined in the June of the A2 Year.

Again the remaining 10% of marks available is made up of coursework. Similar to the AS coursework this consists of three practical based tasks set by the exam board and is internally assessed.

If there are any further questions concerning the above information or the course itself please contact Mr A.M. Hall or any member of the Biology Department.

# BUSINESS STUDIES

## AQA AS 1131/ A2 2131

### What is Business Studies?

Business Studies explores themes including commerce, enterprise, starting a business, entrepreneurs and marketing. This means immersing yourself in the world of Innocent Smoothies, Apple's iPhone and Dragons' Den.

### What does the course involve?

During Business Studies lessons you are likely to find yourself taste testing Coca-Cola v Pepsi, discussing the merits of the 'Reggae Reggae sauce song', talking with business leaders as part of our outside speaker programme, or brainstorming ideas of how to make the iPhone even better.

The course is thoroughly enjoyable and offers a valuable understanding of the complex world of business, commerce and enterprise. The course aims to assist students in building a framework of knowledge and conceptual tools that allow understanding, analysis and evaluation of different facets of business.

In the first year you'll have two main learning topics. The first of those is called 'Planning and Financing a Business' and includes investing who entrepreneurs are, why they set up businesses and an introduction to money matters. The second topic is called 'Managing a Business' and gives you more knowledge on increasing profits, recruiting and managing employees, operations management (including customer service and technology), and marketing. In the second year you'll build on that solid knowledge base with another two main learning topics. The first is titled 'Strategies for Success' and includes financial strategies to improve profits, strategies to take on the competition, operational strategies to improve products and for improving employee relations. These are the four cornerstones of a successful business. The second topic is titled 'The Business Environment and Managing Change'. This helps you to plan the vision of a business, and how to deal with the impact of economic, cultural, political or technological changes on an organisation.

There is a very strong theme of application within the course and students will learn a great deal through investigation of real world businesses.

### How is it assessed?

	Unit	% of total mark	Assessment
AS	Unit 1 – Planning and Financing a Business	40% of total AS marks 20% of total A Level marks	<b>75 minutes (80 marks) January</b>  <b>Written Paper:</b> Data response - mainly short answer questions
	Unit 2 – Managing A Business	60% of total AS marks 30% of the total A Level marks	<b>90minutes (120 marks) June</b>  <b>Written Paper:</b> 2 data response questions
A2	Unit 3 – Strategies for Success	25% of total A Level marks	<b>1 hour 30 minutes (80 marks) January</b> <b>Written Paper:</b> 5 questions based upon a case study focusing on measuring business performance and assessing appropriate functional strategies to achieve success.  with a range of numerical data.
	Unit 4- The Business Environment and Change	25% of total A Level marks	<b>1 hour 30 minutes (80 marks) June</b> <b>Written Paper:</b> A two part paper - Section A will contain questions based upon prior research and a case study.  Section B will be a selection of three essay titles from which the candidate will select one.

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# CHEMISTRY

## AQA AS 1421/A2 2421

The AS and A level courses in Chemistry provide a natural progression of the work carried out at GCSE. The course content covers the three traditional areas of Chemistry (Physical, Organic and Inorganic). It also builds on the concepts of *How Science Works* that were introduced at GCSE. This ensures relevance to contemporary issues and helps to make learning enjoyable.

Studying for an advanced qualification in Chemistry offers an opportunity to understand scientific concepts, retain and recall factual material, apply numerical skills and work accurately in the laboratory. A high grade reflects intelligence and dexterity and is valued by both prospective employers and further education institutions. It is also a prerequisite for the vast majority of medical, dental and veterinary science degree courses.

The move up to A level Chemistry from GCSE can be very challenging. As well as an A or A\* grade at GCSE Chemistry or Science, a good work ethic together with a certain amount of aptitude and interest are the key requirements for success. Please ask your Chemistry teacher for some further guidance if you are unsure about your potential for studying the subject in the Sixth Form.

The AS and the A2 years are both divided into three units. Two of these are written and one is practical. The content of the written units is outlined below. These are tested in written papers that contain a mixture of structured and longer questions.

### AS Foundation Chemistry

(examined in January of L6th 33⅓% of AS 16⅔% of A level)

- Atomic Structure
- Amount of Substance
- Bonding
- Periodicity
- Introduction to organic Chemistry
- Alkanes

### A2 Kinetics, Equilibria and Organic Chemistry

(examined in January of U6th 20% of A level)

- Kinetics
- Equilibria
- Acids and Bases
- Nomenclature and Isomerism in Organic Chemistry
- Compounds Containing the Carbonyl Group
- Aromatic Chemistry
- Amines
- Amino Acids
- Polymers
- Organic Synthesis and Analysis
- Structure Determination

### AS Chemistry in Action

(examined in June of L6th 46⅔% of AS 23⅓% of A level)

- Energetics
- Kinetics
- Equilibria
- Redox Reactions
- Group 7, The Halogens
- Group 2, The Alkaline Earth Metals
- Extraction of Metals
- Haloalkanes
- Alkenes
- Alcohols
- Analytical Techniques

### A2 Energetics, Redox and Inorganic Chemistry

(examined in June of U6th 20% of A level)

- Thermodynamics
- Periodicity; Reactions of Period 3 Elements
- Redox Equilibria
- Transition Metals
- Inorganic Compounds in Aqueous Solution

The coursework element of the course makes up 20% of each qualification. This consists of Practical Skills Assessment (PSA) which is based on observations of the candidate's laboratory work in normal practical lessons and Investigative Skills Assignments (ISAs) which are practical investigations and written papers conducted under test conditions.

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## CLASSICS

### *OCRAS H039/A2 H439*

This subject is open to **all** prospective Sixth Formers, irrespective of whether they have studied Classical Civilisation for GCSE. All are welcome, and **no knowledge of Latin or Greek is required or expected**, as all texts and sources are studied in translation.

The subject offers opportunities for studying a wide variety of literary, cultural and historical topics relating to Greece and Rome in ancient times. The topics cover a vast range of works of literature, art, history, culture and philosophy, and these are complemented by visits to museums, sites, plays and talks where appropriate.

Two modules are studied at AS level, and two at A2 level. In total the syllabus offers 24 different modules, which allows us choose the ones that we feel our students are most suited to, with the aim being to create a harmonious blend of literary, cultural and historical topics.

Examples of modules offered include:

- Greek Tragedy
- Homer's Odyssey
- The history of Roman Britain
- Cicero and political life in Republican Rome
- Greek Comedy
- Greek Art and Architecture
- The history of Imperial Rome (31BC – AD96)
- The culture of Athens (449 – 399BC)

Each module studied is tested by means of a paper lasting one and a half hours, which requires candidates to answer comprehension questions and answer one essay.

The subject will appeal to all those interested in the roots of modern society, and those with an interest in literature, history, art, politics and sociology. The subject contains many areas to stimulate an inquisitive mind and a lively imagination. It combines well with numerous other A Level courses, and is highly regarded by universities for helping to create well-rounded and enquiring individuals.

Please do not hesitate to consult a member of the Classics Department if you would like to know more.

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## DESIGN TECHNOLOGY (3D PRODUCT DESIGN)

### *AQA AS 1551/A2 2551*

Among the many benefits, this specification is designed to encourage candidates to:

- develop a broad view of design and technology
- develop their capacity to design and make products
- appreciate the complex relations between design, materials, manufacture and marketing

It is preferable that candidates have studied a Design and Realisation course at GCSE but it is not compulsory. Any candidate wishing to consider the course without a D&R or D&T background should consult the department beforehand.

#### **Unit 1**

##### **Topic list**

- Developing an understanding of the physical and mechanical properties in a broad range of materials and components
- The broader issues for the designer including the environmental sustainability of products and their manufacture
- Methods in which materials and components can be manipulated to manufacture products
- Health and safety issues relevant to working with materials
- Computer aided design (CAD) and computer aided manufacture (CAM)
- Ergonomics and anthropometrics, inclusive design, and consumer safety
- The life cycle of products including manufacture, use and functional aspects and final disposal.

##### **Assessment**

<b>Written Exam:</b>	<b>2 hours</b>
<b>Weighting:</b>	<b>50% of total AS / 25% of total A Level marks</b>

#### **Unit 2 – Coursework**

This is learning through designing and making by producing a design folder and a manufactured outcome which reflects 50 hours of work.

##### **Assessment**

<b>Coursework:</b>	<b>Approx 50 hours</b>
<b>Weighting:</b>	<b>50% of total AS / 25% of total A Level marks</b>

#### **Unit 3**

##### **Topic list**

- Classifying materials and identifying, testing and comparing their application to product manufacture
- The implications of Health and Safety as an element of design activity
- Examination of alternative designs and redesigning existing products
- Use of natural resources, materials utilisation, conservation, waste disposal/management, pollution, recycling
- Appreciation and understanding of the use of CAM for industrial production
- Moral, economic, social and environmental responsibilities of the designer
- Planning production procedures and methods.

##### **Assessment**

<b>Written Exam:</b>	<b>2 hours</b>
<b>Weighting:</b>	<b>25% of total A Level marks</b>

This paper is based primarily on Design and Manufacture. It is the synoptic paper, consisting of two sections with a choice of three questions from six. Candidates are required to answer one question from each section and also a final question from either section.

This written paper will include sufficient synoptic assessment to test the candidates' understanding of the connections between the different elements of the subject and their holistic understanding of the subject.

#### **Unit 4 – Coursework**

This is a substantial piece of work comprising a design folder and a manufactured outcome and the entire piece should reflect 60 hours of work

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**Assessment**

<b>Coursework:</b>	<b>Approx 60 hours</b>
<b>Weighting:</b>	<b>25% of total A Level marks</b>

**Arkwright Scholarships**

These are awarded to pupils studying AS and A2 level and preferably with Design and Technology and are administered by the DT Department. It involves sitting a design based examination and, if successful, an interview follows at a university. It is worth £250 to successful candidates which must be spent on materials or books relevant to their studies. Last year there were 803 applicants nationally of which 250 were awarded scholarships. Further details can be found at [www.arkwright.org.uk](http://www.arkwright.org.uk)

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## DRAMA AND THEATRE STUDIES

### *AQA AS DRAM1&2/A2 DRAM3&4*

For those who enjoy the practical and technical aspects of Drama, and those who enjoy the close literary study of plays, this course should be exciting and enjoyable. .

The course will enable you to:

- develop your interest in drama and the theatre
- widen your knowledge of the social and cultural contexts of drama
- develop your ability to respond critically and sensitively to a wide range of drama texts, and to theatre in performance
- study and attend theatrical performances of drama written in different periods, in different styles and with different aims; develop as confident and independent interpreters of drama and theatre

#### **Specification at a glance.**

The department follows the AQA Specification. There are two units each year:

#### **Year 1**

AS 1. One play will be studied in depth and analysed from a performance perspective. Also in this Unit, theatre visits are arranged and there is an appraisal of plays seen during the course. There is an examination in the summer for this Unit.

AS 2. This involves a performance from a published play. If the candidate prefers not to 'perform', they can be examined on lighting design, set design or costume design. The performance will be moderated by an external examiner. A portfolio describing the preparation of the piece is also assessed.

#### **Year 2.**

A2 3. There will be a close study of two plays from a performance point of view, and there is an examination during the year.

A2 4. The group will prepare a piece of devised drama. A portfolio will describe the preparation and development of the piece. This unit is internally assessed and externally moderated. If the candidate prefers not to 'act', assessment of skills in lighting, set design, or costume design will be arranged.

#### **Some of the texts that could be studied:**

##### **AS**

*Antigone*

*The Taming of the Shrew*

*A Doll's House*

*The Shadow of a Gunman*

*Oh! What a Lovely War*

*Playhouse Creatures*

##### **A2**

*The Revenger's Tragedy*

*Tartuffe*

*The Recruiting Officer*

*The Servant of Two Masters*

*Lady Windermere's Fan*

*The Seagull*

*Blood Wedding*

*The Good Person of Szechwan*

*A View from the Bridge*

*Our Country's Good*

*Coram Boy*

#### **Theatre Practitioners that could be studied:**

Stanislavski, Craig, Artaud, Brecht, Brook, Grotowski.

#### **Drama and Theatre Studies and the Key Skills.**

This specification provides particular opportunities to explore the skills of **communication, working with others, improving own learning and problem solving.**

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# ECONOMICS

## OCR AS H061/A2 H461

### What is Economics?

Economics is essentially the study of choice. Economics makes you think by exploring important topics that influence you, such as:

- Should nurses be paid so much less than footballers?
- Should children of affluent families have better access to enriched education?
- Do we drink too much?
- Should pollution be controlled and if so what can be done to control it?
- How can traffic congestion be reduced?
- Why should we pay tax and do we pay too much tax?

### What does the course involve?

Economics offers a window on the events, interactions and debates that influence everyone on the planet. It is a truly international subject of rational thought, progression and growth that considers standards of living and feeling of well being, rights and responsibilities.

Economics will teach you to think logically and use theories to understand how economies operate. At the centre of the subject is the question of how we divide up our scarce resources and how decisions resulting from this affect us all – in other words who gets what and why? It therefore studies all society and the activities of various groups and institutions within it. The macroeconomic part of this course is what most people associate with economics. This includes study of economic growth, inflation, unemployment and international trade, and the difficulties that UK governments face when they attempt to steer the economy in their chosen direction.

All these issues will be supported by theory but the emphasis will be on highlighting relevant, interesting and topical issues. You will be expected to take an interest in current affairs, want to learn why the economy works in the way it does, debate issues, research evidence and be prepared to discuss relevant topics.

One AS module is sat in January and one in June.  
The A2 modules are assessed by examination in January and June.

### How is it assessed?

	Unit	% of total marks	Assessment
AS	Unit F581 Markets in Action <b>Mandatory</b>	50 of AS 25 of A2	1 hr 30 60 marks - Structured mandatory questions, extended writing in final question.
	Unit F582 - National and International Economy <b>Mandatory</b>	50 of AS 25 of A2	1 hr 30 60 marks - Structured mandatory questions, extended writing in final question.
A2	Unit F583 - Economics of Work and Leisure <b>Optional</b>	25	2 hour exam, 60 marks. Compulsory data response. 1 two part essay from choice of 3
	Unit F585 –The Global Economy. <b>Mandatory</b>	25	2 hour exam, 60 marks. Pre-issued stimulus material. 2 structured questions 1 essay question

There is no coursework

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## ENGLISH LITERATURE

### OCR AS H071/A2 H471

English Literature is a very popular A Level option at Bablake, building upon the knowledge gained at GCSE and further developing students' appreciation of a wide range of texts. The OCR course places a greater emphasis on very modern texts (post-1990) whilst retaining the breadth of periods and genres covered before. It is an exciting course which aims to provoke detailed discussion, insightful engagement and a growing awareness of the world of literature.

The course will enable you to:

- study a wide range of novels, plays and poems in varying degrees of depth
- read widely in support of your set texts, including literary criticism
- enjoy considerable opportunities for discussion and exchange of ideas
- develop your interest in and enjoyment of literature
- gain an understanding of the traditions of English Literature
- make informed judgements and opinions on literary texts
- gain an understanding of the cultural, historical and other influences on texts

Studying Literature at A Level will appeal to students who:

- value ideas, originality, imagination, argument and communication
- value the broadening of minds and viewpoints through contact with literature both past and present
- enjoy expressing their opinions and justifying their comments on texts
- enjoy studying a subject which is relevant to their own lives and experiences
- want to keep open their options for further study: English Literature is a popular qualification for a wide range of courses in higher education and for future careers

#### English and your future

Students with AS or A2 level English Literature have a wide range of possible career and Higher Education opportunities. You will learn and use a wide variety of transferable skills during the course. These include: writing for a variety of purposes; responding to a range of texts; expressing informed and independent opinions; and identifying and developing the links between different parts of the subject. These skills are in demand from employers, universities and colleges and are also valuable in their own right.

#### Course structure

There are two units at AS and A2: one of which is examined and the other is coursework.

At AS, the units are as follows:

Unit	Topic	Period	Content
AS Examination	Poetry and Prose	1800-1945	One question on each of the two set texts in a 2 hour exam; there is a choice of two questions on the prose text
AS Coursework	Literature post-1990	post-1990	Two coursework tasks exploring at least two literary texts from any genre(s) up to a maximum of 3,000 words

At A2, the units are as follows:

A2 Examination	Drama and Poetry pre-1800	pre-1800	One question out of two on Shakespeare and another question out of six comparing a different play with a poetry text.
A2 Coursework	Texts in Time	any	An essay exploring links between one poetry text and one prose text from any period(s) up to a maximum of 3,000 words.

There are no texts prescribed for coursework by the exam board; this enables teachers to design a unit and tasks which will most appeal to their students. Any texts considered to be of literary merit could be studied and possibilities, to name but a few include:

- ‘The Yellow Wallpaper’ by Charlotte Perkins Gilman
- ‘Captain Corelli’s Mandolin’ by Louis de Bernieres
- ‘Life of Pi’ by Yann Martel

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'The Kite Runner' by Khaled Hosseini  
'Lady Chatterley's Lover' by D. H. Lawrence  
'The History Boys' by Alan Bennett  
'Our Country's Good' by Timberlake Wertenbaker  
'Under Milk Wood' by Dylan Thomas  
'The World's Wife' by Carol Ann Duffy  
'Selected Poems' by John Keats

The following are examples of some of the texts set for examination:

The poetry of Edward Thomas, W B Yeats, Robert Browning or Emily Dickinson  
'Frankenstein' by Mary Shelley  
'Jane Eyre' by Charlotte Bronte  
'The Picture of Dorian Gray' by Oscar Wilde  
'The Turn of the Screw' by Henry James  
'The Secret Agent' by Joseph Conrad  
'Mrs Dalloway' by Virginia Woolf  
'Tis a Pity She's A Whore' by John Ford  
'Volpone' by Ben Jonson  
'The White Devil' by John Webster  
'The Rivals' by R B Sheridan  
'The Wife of Bath's Prologue and Tale' by Geoffrey Chaucer  
'Paradise Lost: Book Nine' by John Milton  
Selected Poems of Andrew Marvell  
'Songs of Innocence and Experience' by William Blake

There are many opportunities for students taking English at A level to visit the theatre in Stratford, London and locally. There are also literature conferences which can be attended and extension lessons for those considering taking English Literature at university. We hope that A level students will avail themselves of as many of these activities as possible.

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# GEOGRAPHY

## AQA 3031

Throughout the school, the department aims:

- to maintain and stimulate student curiosity, interest and enjoyment in Geography
- to encourage pupils to have an open, enquiring mind
- to perceive Geography in the context of a wider body of knowledge, vocabulary and skills
- to provide a basis for life long study, and the pursuit of personal interest in the subject even beyond school

With this in mind, the department elected to follow the new AQA specification in the Sixth Form, which maintains continuity with the GCSE course. *It provides the opportunity to study contemporary events and issues, which students will be able to relate to events in the real world in which they live.* There are strands of both physical and human geography running through the course, with a heavy emphasis on "people and the environment", particularly in core modules at AS and A2.

The course has been structured to:

- emphasise the study of **geographical change at a range of scales**
- use **contemporary issues** and examples, and highlight the importance of the past to the present
- encourage the acquisition of a **broad range of skills** useful in future life

Although we would normally expect students taking up the course to have a background in Geography at GCSE, we have had students in recent years without a formal qualification in the subject, who have had success in A level examinations to grade A standard. However, this would involve extra work on behalf of the student, and a commitment to the subject that would meet with the approval of the department.

The AS course includes a study of topics familiar to our own GCSE students such as hydrology, rivers and flooding and in physical geography, with an in depth study of cold environments as an option. In human geography, we investigate population change and energy issues in the world, such as rising gas and oil prices, and the nuclear debate.

The AS award will be assessed in two modular examinations, though neither of these will involve essay writing; assessment is via short answer and data response style questions, so familiar at GCSE.

At A2 in the Upper Sixth, topics studied in depth include plate tectonics, climate change, hurricanes, earthquakes and volcanoes in physical geography, while in human geography we investigate world cities, urbanisation, retailing and urban management.

At A2, only the core paper involves traditional essays; the remaining one and a half hour module will be an issue evaluation exercise, in which students receive information about an issue at least two months prior to the examination, and are then challenged to use their geographical knowledge and skills to answer questions upon contemporary issues, or to make and justify a decision based on their studies at AS and A2.

**There is no coursework commitment at either AS or A level in Geography.**

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## HISTORY

### *AQA AS H1S1B & H1S2L/A2 H1S3K & H1S4X*

Studying History at A level will introduce you to a range of fascinating and significant individuals; larger than life characters who have left their mark on the past. You will gain an insight into human motivation and reaction to events, to struggle and revolution, to ideology and the quest for power. An individual cannot function without their memory, and a society cannot function without acknowledging its past; access to the past is one of society's greatest protections against dictatorship.

As Khrushchev said '*Historians are dangerous people. They are capable of upsetting everything*'.

The History Department at Bablake follows the AQA syllabus. We offer a range of history from different periods linked by the key themes of **power and challenges to power**.

At **AS** you will complete two written examinations of one and quarter hours each. You will be expected to answer three essay questions and one source based question. One paper will focus on **British history between 1483 and 1529**. You will learn how the Wars of the Roses came to an end, how the Tudor dynasty began and established itself, and how Henry VIII started on the road to the Break with Rome. The second paper focuses on **Russia between 1924 and 1941**; a period dominated by Joseph Stalin whose brutal regime caused suffering to millions, but also provided Russia with the resources to defeat Germany in World War Two.

At **A2**, you will complete a written examination of one and a half hours and one piece of coursework. The written exam focuses on **Russia between 1941 and 1991**, a fascinating story of triumph and collapse as Communist Russia emerged victorious from the War in 1945, but eventually disintegrated under the weight of opposition to Communism. Depending on staff availability, there might also be the opportunity to study **Britain in the Age of Elizabeth**. You will write two essays on either topic. The coursework module picks up the Tudor theme, and examines **Rebellions against Tudor monarchs between 1485 and 1603**. We will provide you with an outline of events, but you can choose which aspect you want to study in more depth, and this will provide the focus for your coursework.

Studying History will provide you with more than simply knowledge of the past. It will teach you how to:

- select and analyse information
- evaluate evidence
- construct arguments
- communicate effectively
- think logically

Such skills are highly prized by employers and readily transferable to a wide range of occupations and professions.

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# INFORMATION AND COMMUNICATION TECHNOLOGY

## AQA 2520

### What is ICT?

This course covers issues in the day-to-day running and management of information systems used by business organisations and involves the:

- Collection and input of data into an information system
- Processing of the data to turn it into useful information
- Storage of the information needed in order to run a business efficiently
- Output of the information in a usable form to the user
- Communication of information over local and wide areas

### What will the course enable me to do?

After completing the course you should be able to:

- Understand the use of ICT in business organisations
- Understand the need for business organisations to have ICT Strategies and Policies
- Understand the effect of computer legislation on organisations
- Understand the skills and qualities needed by ICT professionals
- Understand the capabilities and limitations of hardware and software resources
- Become a discerning user of ICT with a broad range of ICT skills and knowledge and understanding of ICT
- Analyse problems logically and apply skills, knowledge and understanding of ICT in order to solve problems
- Understand the nature and value of information and the implications of its use
- Understand the consequences of using ICT for individuals, organisations and society and of social, legal, ethical and other considerations about the use of ICT
- Be aware of emerging technologies and have an appreciation of the potential impact these may have on individuals, organisations and society

### What does the course involve in the Lower Sixth?

Unit 1 is a theory module that is covered through a mixture of practical work and theory lessons. Through it you will gain:

- The ability to analyse problems and break them down into smaller and more manageable sub-problems
- Develop a range of software skills
- Knowledge of the system life cycle

Unit 2 is a theory module and you will learn about:

- ICT systems and how they are used in business organisations
- The people involved with ICT systems (clients, users, audience, developers etc.)
- Issues to do with keeping data safe and secure in ICT systems
- The need for backup and recovery procedures
- Current computer legislation

Assessment:	Unit 1	Exam	1½ hours	50% of AS (25% of A-level)
	Unit 2	Exam	1½ hours	50% of AS (25% of A-level)

### What does the course involve in the Upper Sixth?

Unit 3 is another theory module where you will learn about:

- The need and use of information systems at different levels in business organisations
- Factors contributing to the success or failure of an information system
- Factors to include in a company ICT strategy
- The need for company ICT policies
- Implication of computer legislation on company policies
- Development and introduction of ICT solutions for businesses
- Issues such as user training and support

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Unit 4 is a project where you are working for a client who has a problem for you to solve using your ICT skills:

- Students will complete a project of their own choosing (in conjunction with the ICT department) with a real end user
- Students will then work through the system life cycle to produce a working system and accompanying user documentation and report for their client

Assessment:	Unit 3	Exam	2 hours	60% of A2 (30% of A-level)
	Unit 4	Coursework		40% of A2 (20% of A-level)

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## LATIN

### OCR AS H039/A2 H439

This course is designed to offer students the opportunity to study the language and literature of the Roman world. Throughout the course, students acquire an understanding of the culture, politics and social life of at a significant period in history.

Students will complete four modules during the course:

For AS level, students will read about 450 lines in total of verse and prose literature, answering questions on meaning and style in one module. For the other module, they will be asked to translate a passage of Latin prose into English.

For A2 level, students will do one prose paper, consisting of 250 lines prose set literature, and a choice of either a comprehension passage or translating an English passage into Latin. For the other paper, students must read about 250 lines of poetry, and translate an unseen verse passage into English.

Latin complements the study of other subjects relating to language and history and is highly regarded by universities and employers alike. It shows that a student has an enquiring mind, and in encompassing both language and literature, it develops a wide base of intellectual skills.

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# MATHEMATICS AND FURTHER MATHEMATICS

## *EDEXCEL*

A level Mathematics is a demanding yet very rewarding subject. A good grade in Mathematics at A level will support applications at top universities in many subjects as well as Mathematics itself. However this subject should not be undertaken lightly, and an A\* or A at GCSE is a real requirement; in some cases, even those with an A grade will find Mathematics very challenging, and pupils should therefore consult their teacher for advice. Many pupils find the step up from GCSE quite hard initially but they soon adjust to the level required; the nature of the subject really lends itself to studying the full two year course as it is often only after studying the whole that the parts become clear.

The course falls into the following categories:

- **The Core element** - This is Pure Mathematics: algebra, trigonometry, co-ordinate geometry, calculus and numerical methods.
- **Statistics** - The processing and presentation of data and the conclusions that can be drawn. (Statistics do not lie, only those who use them!). There is also further work on probability, building on that covered at GCSE.
- **Mechanics** - The effects of forces on moving or stationary bodies.
- **Decision Maths** - This module relates mathematics to the world of business and project management. Topics include: Sorting algorithms, Linear programming, Critical path analysis and Matching's.

Two thirds of the course is the Pure (Core) element with the other third being the applied element (Mechanics and Statistics).

In the Lower Sixth, units C1, C2 and D1 are taken.

In the Upper Sixth, units C3, C4 and M1 are taken.

### **Further Mathematics**

Further Mathematics is offered to those pupils wishing to take Mathematics, Physics, Engineering, Economics or other directly related subjects at the very best universities. This option is offered to pupils from set one in the Fifth Year, in addition to outstanding external applicants. Six modules are completed in the Lower Sixth, a further six in the Upper Sixth. Further Maths students will complete Mathematics, Further Mathematics and two other subjects at A2 level, completing four A levels and one AS. This is a demanding option and should only be considered by the very best mathematicians.

### **AS Further Mathematics**

An increasingly popular option in recent years is AS Further Mathematics. This allows those pupils with a real flair for Mathematics to pursue Mathematics at a high level without narrowing down their other subject choices. This works by letting this group do five subjects in the Lower Sixth, one of which is Mathematics, one AS Further Mathematics. Five modules are completed in the Lower Sixth, a further four in the Upper Sixth. They then finish their A2 in Mathematics and do AS Further Mathematics in the Upper Sixth. Pupils in this option end up with three A2 levels and one AS (as usual) plus AS Further Mathematics.

Pupils choosing this option will be excellent mathematicians, but would perhaps not choose full Further Mathematics because their chosen degree course demands a wide variety of skills and subjects.

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## MODERN LANGUAGES

### AQA AS FREN1&2/GERM1&2/SPAN1&2 A2 FREN3&4/GERM3&4/SPAN3&4

We offer French, German and Spanish at AS and A2 level. Each one represents one of the two major European Language groups. Study of French and/or Spanish facilitates study of Italian, Portuguese and other Romance languages post-18. German naturally leads to other Teutonic languages such as Dutch and Swedish, and is also an asset when travelling to Eastern European countries such as Poland and Hungary, a major advantage following EU expansion.. Many other languages can be started *ab initio* (from scratch) at university, whereas a working knowledge of French/German is a positive advantage for many courses.

#### Why choose French, German or Spanish?

- to develop and build on the skills acquired at GCSE
- to enhance employment prospects in the global market
- to facilitate foreign travel
- to provide an insight into another culture and society
- to provide students with a sound basis for further study

Advanced Subsidiary (AS) and Advanced GCE (A2) Modern Foreign Languages specifications will provide a coherent, satisfying and worthwhile course for students who do not progress to further study in the language as well as those who intend to continue their studies as part of a degree course.

#### Scheme of Assessment

Candidates will take two units of assessment at AS, followed by a further two units for A2. The following model shows a breakdown of the units.

Year 1 AS	<b>Unit 1</b> Listening, Reading and Writing	70% of total AS marks 35% of total A2 marks
	<b>Unit 2</b> Speaking 15 mins (+ 20 mins preparation time)	30% of total AS marks 15% of total A2 marks
Year 2 A2	<b>Unit 3</b> Listening, Reading and Writing	35% of total A Level marks
	<b>Unit 4</b> Speaking 15 mins (+ 20 mins preparation time)	15% of total A Level marks

#### Subject content

##### AS

The following topics are studied:

- **Media** (Television; Advertising; Communication Technology)
- **Popular Culture** (Cinema; Music; Fashion/trends)
- **Healthy Living/lifestyle** (Sport/exercise; Health and well- being; Holidays)
- **Family/relationships** (Relationships within the family; Friendships; Marriage/partnerships)

##### A2

The following topics are studied:

- **Environment** (Pollution; Energy; Protecting the planet)
- **The multicultural society** (Immigration; Integration; Racism)
- **Contemporary social issues** (Wealth and poverty; Law and order; Impact of scientific and technological progress)

Together with **two** of the following Cultural Topics:

- **Study of a target language-speaking region/community**

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- Study of a period of 20<sup>th</sup> century history from a target language-speaking country/community
  - Study of a novelist, dramatist or poet from a target language-speaking country/community
  - Study of a director, musician or painter from a target language-speaking country/community

#### **Further Information**

Students will be expected to:

- Buy an up to date and comprehensive bilingual dictionary
- Attend one conversation class per week with the Language Assistant in their private study time

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# MUSIC

## AQA 2270

The A level Music course is an accessible course for students who have good instrumental/vocal ability in any musical style. The AS course is divided into three modules.

### Unit One

#### *Influences on Music*

This unit involves the study of a set work – Mozart Symphony No.41 as well as the study of one other historical period. This unit is assessed by a written exam consisting of structured listening questions using a CD and two essay questions.

### Unit Two

#### *Composing*

Creating Musical Ideas (externally assessed coursework). Students have a choice of either harmonisation of a 16-bar melody and two part melody, free composition or an instrumental or vocal arrangement of a given folk song melody

### Unit Three

#### *Performing*

Candidates will need to prepare a recital of two or three pieces (6–8 minutes) on their main instrument. They then choose either to perform on a second instrument or in an ensemble. Pieces chosen should be of grade 5 standard or equivalent for both instruments offered.

The A2 course is a logical progression with the same module structure.

### Unit Four

#### *Music in Context*

This unit involves the study of a set work – Mahler Symphony No.4 and the detailed study of one other historical period. This unit is assessed by a written exam consisting of structured listening questions using a CD and two essay questions based on the set work and the historical study.

### Unit Five

#### *Composing*

Students will have a choice of one option from harmonisation of Bach Chorale and a classical string quartet, or free composition (5 – 8 minutes), or an arrangement in pop, rock or jazz style.

### Unit Six

#### *Performing*

Students will perform for 15 minutes two or more pieces in contrasting styles on one instrument or voice. The standard of music to be performed should be equivalent to grade 7/8 standard.

If you would like any more information regarding the A level music course at Bablake please speak to a member of the music department who will be happy to assist.

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# PHYSICAL EDUCATION

## *OCR AS H154/A2 H554*

### **AS Units**

#### **Unit G451: An introduction to Physical Education**

##### Anatomy and Physiology

- The skeletal and muscular systems
- Motion and movement
- The cardiovascular and respiratory systems in relation to the performance of physical activity

##### Acquiring Movement Skills

- Classification of motor skills and abilities
- The development of motor skills
- Information processing
- Motor control of skills in physical activity

##### Socio-Cultural Studies relating to participation in physical activity

- Physical activity
- Sport and culture
- Contemporary sporting issues

Assessment: 2 hour written paper. Answer all questions to demonstrate knowledge, analysis and evaluation.

#### **Unit G452: Acquiring, developing and evaluating practical skills in Physical Education**

- Performance
- Evaluating and planning for the improvement of performance

Assessment: Practical skills assessed and moderated in two chosen activities from two different activity profiles. In one of these activities, observe a live performance and give an oral critical evaluation.

### **A2 Units**

#### **Unit G453: Principles and concepts across different areas of Physical Education**

##### Historical Studies

- Popular recreation in pre-industrial Britain
- Rational recreation in post-industrial Britain
- 19<sup>th</sup> century public school and their impact on the development of physical activities and young people
- The developmental stages of athleticism in 19<sup>th</sup> century public schools
- Case studies
- Drill, physical training and Physical Education in state schools

##### Sports Psychology

- Individual aspects of performance
- Group dynamics of performance and audience effects
- Mental preparation for physical activity

##### Exercise and Sport Physiology

- Energy
- Health components of physical fitness
- Application of principles of training
- Performance enhancement

Assessment: 2.5 hour written paper. Answer all questions to demonstrate knowledge, analysis and evaluation. This unit has synoptic questions at the end of each section.

#### **Unit G454: The improvement of effective performance and the critical evaluation of practical activities in Physical Education**

- Performance
- Evaluation, appreciation and the improvement of performance

Assessment: Practical performance assessed and moderated in one chosen activity from AS activities. In one of these activities, observe a live performance and give an oral critical evaluation. This is a synoptic unit.

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# PHYSICS

## *AQA GCE A 2450*

From the smallest subatomic particles to the largest galaxies and from the classical theory of Gravity to the strange world of Quantum Theory, Physics provides an understanding of the basic principles that underpin the Universe. It deals with some of the most important practical, environmental and technological issues of our time. It has been said that all science is ultimately about Physics. Studying A level Physics will help you to see why it is so fundamental.

The minimum requirement for the AS Physics course is a grade A or A\* at GCSE Physics or Double Award Science. Even so, Physics is a demanding subject and a high grade at GCSE is not a guarantee of success at A level. It is just as important to show an organised and conscientious approach to work and to show perseverance when difficulties arise.

### *The course*

As well as drawing on and extending your established knowledge of classical Physics, the subject matter is modern and contemporary, taking in such topics as quarks, dark matter and wave-particle duality. The subject is taught in an interactive way with the emphasis on developing your practical, thinking and problem solving skills. Using this approach, our main aim is to sustain and develop your enjoyment of, and interest in, Physics.

It is recommended that you gain at least a grade A at GCSE Physics if you wish to continue to Advanced level.

### *AS Physics*

**Unit 1** Assessed by examination (40% of AS)

- **Particles:** quarks, antineutrinos, virtual photons... This topic studies the particles which make up matter on a subatomic scale, which is an area of much current research.
- **Quantum Physics:** explores the evidence which shows that light can behave like tiny particles and, conversely, particles can behave like waves with often strange results.
- **Electricity** the familiar concepts of electricity, eg current and resistance, but you will have the opportunity to greatly increase the depth of your understanding.

**Unit 2** Assessed by examination (40% of AS)

- **Mechanics:** forces, motion and energy and how, for example, these concepts are applied to a variety of sports.
- **Materials:** the properties of materials such as density, tensile strength and breaking stress and how these are applied to, for example, the construction of buildings or aeroplanes and spare part surgery.
- **Waves:** the properties of different types of waves including standing waves, polarisation and diffraction and their applications in, for example, medical physics and the music industry.

**Unit 3** Centre assessed unit (20% of AS)

This unit is assessed in the same way as present GCSE sciences. There is a Practical Skills Assessment (PSA) by your teacher and an Investigative Skills Assessment (ISA). This involves candidates undertaking a piece of practical work, collecting and processing data and using it to answer questions in a written test.

### *A2 Physics*

**Unit 4** Assessed by examination (40% of A2)

- **Further Mechanics:** advances the study of momentum from GCSE and introduces circular and oscillatory motion as applied, for example, to satellites and the construction of buildings in earthquake zones.
- **Fields:** covers the laws involving gravitational, electric and magnetic fields and the properties of capacitors as applied, for example, to the orbits of planets, the generation and transmission of alternating current and electronic timing circuits.

**Unit 5** Assessed by examination (40% of A2)

- **Nuclear Physics:** radioactive decay and how energy is obtained from the nucleus by fission and fusion. The ethical and environmental issues concerning the use of radioactive materials are also explored.
- **Thermal Physics:** specific heat capacity, the kinetic theory of matter and the concept of absolute zero.

- 
- **Option Topics:** You will be able to choose one of the following four options;

### **Astrophysics**

How we observe the universe, the formation and evolution of stars and the history and the future of the universe.

### **Turning points in Physics**

The key developments of Physics, such as Einstein's theory of Special Relativity, are studied from a historical viewpoint to show how unforeseen technologies develop from new discoveries.

### **Medical Physics**

An opportunity for students with an interest in biological and medical topics to study some of the applications of Physics to medicine.

### **Applied Physics**

Applications of Physics in areas of engineering and technology such as rotational dynamics and thermodynamics.

## **Unit 6** Centre assessed unit (20% of A2)

In the same way as AS, there is a Practical Skills Assessment (PSA) by your teacher and an Investigative Skills Assessment (ISA). This involves candidates undertaking a piece of practical work, collecting and processing data and using it to answer questions in a written test.

### ***Physics and other subjects***

- Although Mathematics is an excellent subject to take with Physics, it is not *essential* that you take A level Maths with this Physics course. The Physics department will give you any extra Maths support that you may need. However, if you are considering taking either a Physics or Engineering degree, A level Mathematics may well be a course requirement.
- Physics combines well with the other Sciences but, essentially, you can combine Physics with any other subject.

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# PSYCHOLOGY

## *AQA SPECIFICATION B*

Psychology involves taking a scientific approach to the attempt to understand human mind and behaviour. It asks questions such as “Why do some people perform better in front a crowd and others perform worse?”, “Why are some people obedient and others more challenging?”, “What are the best methods to manage stress?”, “How can sports performance be improved?”

There are many different approaches to these questions and these may include learning, biology or unconscious influences. Psychology touches all areas of human experience so aspects of it can be found within Biology, Chemistry, Philosophy, PE and Business Studies. Students studying either primarily sciences or humanities such as English, History or Geography will benefit from studying a subject that develops the ability to carry out research, think critically and write with clarity and concision.

Many of our students go on to study Psychology or a related course at university; it can lead to a wide range of careers within for example business, medical sciences, education, the criminal justice system, sports sciences and politics.

At **AS level**, students study the following modules:

- **PSYB1: Introducing Psychology:** Key Approaches; Development of Gender; Research methods.
- **PSYB2: Individual Differences, Social Psychology and Cognitive Psychology:** Social influence; Remembering & forgetting; Anxiety Disorders.

### **AS Assessments**

- **PSYB1** is examined in June. 1hr 30m paper. 3 compulsory questions, one on each section. This will include short answer questions and a longer question.
- **PSYB2** is examined in June. 1hr 30m paper. 3 compulsory questions, one on each section. This will include short answer questions and a longer question.

At **A2 level** students may study:

- **PSYB3: Child Psychology and Applied Options:** Social development; Cognitive development; Moral development; Cognition & law; Stress & stress management; Schizophrenia and mood disorders.
- **PSYB4: Approaches, Debates and Methods:** Psychoanalytic, behaviourist, humanistic and cognitive approaches to psychology; Psychology as a Science; Free will vs. Determinism, Mind-Body debate, Holism vs. reductionism; Research methods, and statistics.

### **A2 Assessments**

- **PSYB3** is examined in January. 2hr paper. 3 structured questions. One from section A and two from section B. This will include short answer questions and a longer question.
- **PSYB4** is examined in June. 2hr paper. 3 structured questions. One from section A, compulsory question in Section B and section C. This will include short answer questions and a longer question.

### **Choosing Psychology**

It is recommended that you have a look at the books available in the school library. There are also several internet sites that are worth exploring:

- <http://www.bbc.co.uk/science/humanbody/mind/index.shtml>
- <http://www.apa.org>
- <http://www.bps.org.uk>
- <http://www.psychologytoday.com>

Mrs Barnacle (Head of Psychology) and Mrs Jones are also available to answer any questions you may have.

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# RELIGIOUS STUDIES – THE PHILOSOPHY AND ETHICS OF RELIGION

## *EDEXCEL 6RS01/02/03/04*

This course requires you to have an enquiring mind, an interest in religion and human experience and a desire to examine some of the biggest questions in the universe! What you do not need is a religious belief (though it's fine if you do have one). Nor do you need to have a GCSE in Religious Studies.

You will need to be able to read quite challenging texts, take notes, discuss and examine a range of different issues, and of course, write a good exam answer.

We study Edexcel's GCE in Religious Studies which follows a carefully devised sequence of units that allows students to build up their understanding and knowledge.

The four units form a coherent and satisfying course:

- **Foundations** – in Unit 1 students will explore the basics of the chosen subject area which is the **Philosophy and Ethics of Religion**. This includes a study of philosophical arguments about the existence of God; a study of selected problems in the philosophy of religion, for example, the problem of evil; a study of ethical concepts, including Utilitarianism and Situation Ethics; a study of ethical dilemmas – issues of war and peace and sexual ethics.
- **Investigations** – in Unit 2 students will study **Medical Ethics** in depth. They will consider the range of controversies which arise from such issues as abortion, genetic engineering, organ transplantation, use and distribution of medical resources and euthanasia, examining them from one or more ethical perspective. This unit helps students to develop research and evaluative skills which are essential for university.
- **Developments** – Unit 3 builds on Unit 1 and helps deepen understanding. Topics under discussion include Religious Experience, Critiques of Religious Belief, Beliefs about Life after Death, Religious Language, a study of selected problems in ethics, including justice, law and punishment.
- **Implications** – Unit 4 is a synoptic unit that focuses on the implications of beliefs and values for religion and human experience, through the study of pre-released anthology material that draws previous learning together.

### Assessment Overview

All Units are externally assessed as follows:

Unit title	Assessment	Level	Exam Date
Unit 1: Foundations	1 hour 45 minutes; three essay questions	AS	January
Unit 2: Investigations	1 hour 15 minutes; one essay question	AS	June
Unit 3: Developments	1 hour 45 minutes; three essay questions	A2	June
Unit 4: Implications	1 hour 15 minutes; one essay question	A2	June

### What Skills will I develop?

Religious Studies is designed to encourage you to do the following:

- Investigate, study and interpret significant religious, philosophical and ethical issues
- Think rigorously and present widely informed and detailed arguments with well-substantiated conclusions
- Reflect on, express and justify your opinions
- Relate your study to issues in the wider world
- Know and understand key concepts
- Interpret and evaluate religious concepts, ideas, arguments and the views of scholars

### Is it the right subject for me?

Hopefully, your AS and A2 studies will be more than a means to an end for you. This subject has something extra – real 'value added' features:

- Exploring the mysteries of human existence
- Analysing and evaluating the views of others and substantiating your own
- Being challenged to seek answers to the mysteries of life and death
- Testing the views of others, including scholars, challenging the evidence and the testimonies

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- Being aware of the historical, social and cultural influences on the way ideas have developed and of how the past influences the future
  - Facing the challenge of exploring questions that have no answers

The course is delivered by subject specialists and the well-resourced teaching area has been designed with the discursive nature of the subject in mind.

**What can I do after I have completed the course?**

If you want to go on and study the subject at university, there is a huge range of courses available, including Philosophy, Ethics, Theology, Biblical Studies, World Religions and Anthropology. Other related degrees favouring Religious Studies include Medicine, Law, History, Psychology, Social Sciences, Business Studies and Education.

**Next Steps**

- Talk to members of the Lower 6<sup>th</sup> who are studying the course
- Talk to one of the RS staff in Room 15
- Visit the Edexcel website to find out more: [edexcel.org.uk](http://edexcel.org.uk)

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## *NON-EXAMINED SUBJECTS*

### **CAREERS GUIDANCE**

We want your son/daughter to leave Bablake ahead of the rest, aware of his/her unique selling points and aware of the importance of finding and taking opportunities.

The Careers Department is easily accessible for all our students and provides a relaxed yet earnest atmosphere for exploring the wide range of possibilities open beyond A level study. Following objective discussion and expecting consequent thorough research on a student's part, we endeavour to ensure suitable decisions are made. We are able to direct students to information about professions, gap years, university life, specific courses and alternative programmes.

In the PSHCE programme, students receive advice on presentation skills, personal statements, CVs, interview technique, the value of a suitable online portfolio, adult living and options post 18. The Careers Department encourages Lower Sixth students to arrange work experience of relevance to future study and employment; it also prompts involvement in university taster sessions and visits to selected universities. Upper Sixth students are invited to participate in a Mock Interview morning where they are matched with professionals who kindly conduct a realistic examination of their interview technique. We also provide information of value through our website, [www.2morrow-2day.com](http://www.2morrow-2day.com) and regular communication with Form Tutors.

Every two years we arrange a Careers Convention to help our students make decisions about their futures. We network with local businesses and former students for a broad range of Career areas. We are happy for you to visit the Careers Department and are of course always pleased to create or further links with employers and academic institutions. Enquiries are always welcome by e-mail ([mgaw@bablake.coventry.sch.uk](mailto:mgaw@bablake.coventry.sch.uk)) or in person.

University applications are co-ordinated by Mr J.G. Burns, Assistant Head, and students are given ample advice and guidance.

### **PHYSICAL EDUCATION AND GAMES**

The sports complex consists of a Sports Hall, a dance studio, a conditioning room with weight training equipment and cardiovascular machines, an indoor swimming pool, a climbing room and adjacent netball/tennis courts. There are facilities for rugby and cricket at the playing fields as well as for hockey on an artificial playing surface.

There is an opportunity for Sixth Formers to take part in a wide range of activities during their games afternoon.

The sporting activities available according to season are Aerobics, Badminton, Basketball, Climbing, Cricket, Fitness, Football, Hockey, Netball, Rounders, Rugby, Clay Shooting, Yoga, Martial Arts and Tennis.

There is an extra-curricular programme for the Sixth Form. Clubs and practices take place in a lunch-time and after school. Matches in rugby, netball and hockey take place regularly in the Autumn and Spring terms, whilst there is an opportunity to represent the school at the Coventry City Athletic Championships and to play tennis, cricket and rounders fixtures in the summer term. Other extra-curricular activities include fencing, table tennis, badminton, climbing and swimming. The fitness suite is also available during lunchtimes and after school for Sixth Form use.

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## MISSION STATEMENT OF PSHCE IN BABLAKE

PSHCE seeks to enable pupils to develop into informed, independent, caring individuals so that they may fulfil their potential personally, socially, spiritually and intellectually. Ultimately it seeks to prepare pupils for the opportunities, responsibilities and experiences of adult life in the 21st century. It is seen as central to the development of the whole person and within the broad based curriculum at Bablake is regarded as a whole school issue.

- Sex and Relationship Education
- Sexual Health – Sexually Transmitted Infections and AIDS. Chlamydia
- Unwanted Sexual Encounters and Rape
- Drug and Alcohol Awareness
- Citizenship
- Green Issues
- European Union
- Life Skills Competition
- Practical Preparation for University
- Communication Skills
- Public speaking
- Young Drivers Awareness Course
- Mental Health Issues
- Stress Management
- Enrichment

## ENRICHMENT PROGRAMME

The programme runs on a Friday afternoon in the Upper Sixth. The aim is for pupils to enjoy some new activities and learn some new skills before they leave home and enter the world of work or go to University. There are 5 sessions, each lasting for 6 weeks (half a term). Pupils have a free choice of the courses that they wish to follow and those who are undertaking the Extended Project Qualification can usually join the programme after Christmas. The current list of courses is listed below, although the content is reviewed each year and new courses will be offered as time progresses depending on the interests of staff. Visiting speakers also talk to the year group from time to time on a variety of topics. Recent speakers have included Rasheed Ogunlaru (motivational speaker and business / corporate coach) and Rebecca Stephens (the first British woman to climb Everest and the seven summits) as well as a “Question Time” panel of local politicians prior to the recent General Election.

### **Current Enrichment courses**

An introduction to marketing

Woodland management

Motor vehicle maintenance

Cooking for yourself on a budget at University

Creative computer animation & Photoshop

Creative textiles, car & jewelry making

Practical PC repair, maintenance & rebuilding

“Who do you think you are?” – tracing your family history

Growing your own fruit & vegetables

Music performance

Creative writing

Holiday Spanish

Beginner’s Russian

Magical musical mystery tour

Astronomy

Chinese language, history & culture