



MARLBOROUGH COLLEGE



# *Sixth Form Curriculum*

2020 - 2021

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## *Introduction from The Master*

Welcome to Sixth Form life, a time when you have the freedom to construct for yourself a stimulating and tailored curriculum which will help you to make key transitional steps towards life beyond school, whether that be to university, conservatoire or college, and ultimately towards your chosen career.

The three key factors to consider in choosing your A levels should be:

- your ability profile: what subjects do you excel at?
- your academic preferences: what subjects do you enjoy?
- tertiary entrance requirements: what subjects will get you to the next stage?

The College's Guidance department will be keen to offer you the latest advice to ensure that you make the best possible course choices and they will be ably supported by your subject teachers, Heads of Department, Tutors, Housemasters or Housemistresses and, of course, your parents. Many of you will elect to specialise in the sciences or humanities while others will choose one or more contrasting subjects to maintain a broader intellectual skill set. Both routes are equally valid but what is important is that you take the time at this juncture to research your options, preferences, strengths and course requirements to allow yourself the very best chance of success.

I wish you every success as you design your own programme of study to reflect your talents and university and career aspirations, and would urge you to aim high, setting yourself the challenge of being the very best you can be.



**Louise Moelwyn-Hughes**  
Master

# *Advice for the Sixth Form*

You should regard the Sixth Form as an opportunity to broaden your academic interests and deepen your intellectual instincts. An opportunity to think, to explore, and to grow.

Do not stand at the side watching; get involved and be busy.

Five things you should try to be:

- **Curious**
- **Organised**
- **Ambitious**
- **Creative**
- **Hardworking**

Five things you should try to do:

- **Learn Independently** - don't wait to be told what to do
- **Take Advice** - don't be held back by your own self-regard
- **Collaborate** - work with your friends - listen - talk
- **Reflect** - be aware of the world beyond the College gates
- **Work Hard** - good universities are highly competitive - you will need the best grades possible

You may notice that hard work appears in both lists; this is not an accident.

Good luck.

A handwritten signature in black ink that reads "Ed Tolputt". The signature is written in a cursive, slightly slanted style.

**Ed Tolputt**  
Deputy Head (Academic)

# The Sixth Form Curriculum

You are required to choose three or four main subjects for the start of the Sixth Form – each of which leads to an A level qualification after two years.

In addition, you are strongly encouraged to take advantage of the offering of complementary subjects, which include the EPQ (Extended Project Qualification), a course in Creative Writing, and a number of foreign language courses.

## Subject Choices

You are required to choose three or four main subjects. If you choose four this should be because you intend to study four main subjects for two years.

Art (Fine Art)**	French	Mathematics
Art (Photography)**	Further Mathematics	Mathematics in Context*
Biology	Geography	Music
Business	German	Music Technology
Chemistry	Greek	Philosophy & Theology
Classical Civilisation	History	Physics
Computer Science	History of Art	Politics
Design & Technology	Italian	Psychology
Drama & Theatre Studies	Latin	Russian
Economics	Literature in English	Spanish
Exercise and Sports Sciences	Mandarin Chinese	

\*Mathematics in Context is a Level 3 (similar to AS) Core Mathematics qualification, and should be chosen as a fourth option.

\*\*Art (Fine Art) and Art (Photography) may not be taken together.

## Mathematics A level vs Mathematics in Context

The new Mathematics A level is harder than the previous course; there is more subject content (which is tested to a higher level) and more problem-solving, reasoning and modelling. Only if you are strongly confident in your mathematical ability should you take Mathematics A level (as a guide regard a Grade 8 at GCSE to be the benchmark, although, if in doubt, speak to the Mathematics Department).

You can take a less demanding course in Mathematics; *Mathematics in Context* is a Level 3 qualification, which carries the same UCAS points as an AS. The course is designed to support the mathematical requirements of a number of other subjects - Biology, Business, Computer Science, Design & Technology, Economics, Geography and Psychology. Although it is equivalent in study to an AS (rather than a full A level), it will be taught over two years, with all examinations in the summer of the Upper Sixth.

## *Complementary Courses*

The removal of public examinations in the Lower Sixth has provided extra space for intellectual exploration and learning for its own sake - beyond the boundaries of the subject specifications. To that end, you should pursue an Extended Project and/or choose one of a number of complementary courses in addition to your three or four main subjects. For more detailed information, refer to the *Course Summaries* section of this document.

### **The Extended Project**

The Extended Project (Edexcel) provides a great structure if you wish to carry out research in an area of your choosing. It involves a taught introduction to the principles of academic research, followed by one-to-one guidance with a supervising beak, as you work towards your final project (which may be a dissertation, an investigation, an artefact or a performance).

### **Creative Writing**

Creative Writing was withdrawn from the national A level offering in September 2017. The College, with its strong tradition in the subject, has partnered with a number of leading schools to offer the AFA in creative writing - a rigorous two-year course.

### **Language Courses**

You may choose from one of the following:

For beginners: Marlborough Certificate in Arabic, Marlborough Certificate in Hebrew, Marlborough Certificate in Japanese, IGCSE Italian and GCSE Mandarin Chinese.

For linguists who have already reached (I)GCSE level: French (DELF B1), Spanish (DELE A2/B1), German (Goethe Zertifikat B1).

Pupils with a good pass at (I)GCSE in French, Spanish or German can take one of these continuation courses in their language. The courses are for pupils who are not specialist linguists, but who wish to reach a level of independence in language use beyond (I)GCSE level. They are practical courses, dealing with the situations of daily life. Pupils studying a language as a main subject should not choose one of these continuation courses in the same language.

## *The Small Print*

All subject combination requests are subject to timetabling constraints. We will try to accommodate every requested combination, but this will not always be possible. We will let you know as soon as we can if there is a problem with your request.

### *Deadline for Subject Choices*

The deadline for choosing your three or four main subjects is 31st January 2020. It will also be helpful at this stage if you could indicate which of the complementary subjects you wish to choose. You should be aware that changes may not be possible after this date, though if there is good reason to request a change, we will try our best to accommodate.

For current Hundred pupils at the College, who have their subject choices fair in Michaelmas 2019, you are encouraged to speak to tutors, HMs, Guidance, parents, and older pupils.

For those joining us in September 2020, we would be very happy to advise on subject choice – please be in touch at any time.



## *Subject Choice & Higher Education*

You may well have no idea at this stage what you want to study after you leave school, or what eventual direction your career will take. A level will open up a wide range of options for later, but certain routes will be closed off if you do not choose particular subjects. For this reason, it is important to follow up the career suggestions in your *MyCareerChoices* report, and any other areas you may have thought about. Find out more about them, and decide which ones might be possible choices for you later on.

When choosing your Sixth Form subjects, bear in mind the following:

- Universities like breadth, so they welcome one subject which contrasts with the others, though it is not a problem if all your subjects are in the same area.
- Doing all essay subjects, or all mathematical/scientific subjects, might suit your approach to work very well, or it might be difficult for you to manage. Take advice, especially from your HM, tutor and subject teachers.
- The subjects you choose may have some implications for the Higher Education courses you can go on to. For detailed information see *The Subjects Required for Degree Courses* on Firefly.
- It is usually better to choose subjects you will enjoy and do well at than struggle with a course to keep open a possible route to Higher Education.

If in doubt: consult the Guidance Department.

Please note that it is only possible to run courses if there are sufficient takers. The provision of courses described in this booklet represents the College's intentions at the time of publication and may be subject to change.



## *Art & Design - Fine Art or Photography*

OCR	Art and Design (Fine Art)	:	H601
OCR	Art and Design (Photography)	:	H603

### *A level Fine Art:*

A level Fine Art inspires an enquiring and adventurous approach to image creation. The core skills of visual recording through drawing with a diversity of materials is a central component of this course; essential for both the forming of ideas, visualising intentions and emotions. Within the Lower Sixth year, investigative and experimental tasks are set that broaden control of a range of two and three-dimensional media and processes. During the Upper Sixth year, pupils acquire the necessary techniques needed for the creation of their own Personal Investigation project, working to varying scales within their chosen specialism.

Pupils will also be required to develop preparatory work for finished resolutions, through an appropriate medium, process or technique, for both the Personal Investigation and Externally Set Task. Through research, pupils are encouraged to make considered contextual links between their own studies and relevant contemporary and historical artists and movements, culminating in a **related study** component.

The course enables pupils to explore and gain artistic accomplishment through a selection of media and specialisms, which may involve painting, intaglio and relief printmaking, mixed media, sculpture, installation, drawing, lens-based media, textiles and ceramics. All work is internally marked by the centre and moderated by an external examiner.

Art and Design Fine Art H601	(01) Personal Investigation	60%
	(02) Externally Set Task	40%

### *A level Photography:*

For this Fine Art based Photography course, candidates need to create a portfolio that derives from initial starting points and themes. The focus is to produce and select for submission, work that demonstrates how candidates have developed their knowledge, skills and understanding of the medium. Exploring and acquiring techniques through photography, light and lens-based media, are also undertaken in depth. Pupils will develop ideas visually through drawing and photography within sketchbooks. A variety of specialist photography techniques are taught, to encourage the production of personal, informed and meaningful responses, for both the Personal Investigation and Externally Set Task. Through research, pupils will learn to analyse both their own imagery and the work of others in contemporary, historical and cultural contexts, culminating in a **related study** component.

Specialisms that may be covered include: lens-based photography - darkroom (traditional chemical technology, printing and developing films), digital photography, experimental 'lens-free' photography, film, video and multi-media. All work is internally marked by the centre and moderated by an external examiner.

Art and Design Photography H603	(01) Personal Investigation	60%
	(02) Externally Set Task	40%

Universities recognise Art and Photography as full A level subjects, recommended for those who intend to take an Art Foundation course or Art based degree (including Architecture). It is also valuable for those who wish to apply for non Art-related courses at university.

## *Biology: OCR 'A' H420*

Studying Biology builds an understanding of the ways in which life is maintained in the great variety of living organisms on Earth. It is a broad discipline, ranging from the molecular basis of life to whole populations in their ecosystems. What you learn would enable you to understand the workings of a huge range of living things as well as how biology contributes to medical and biotechnological advances. Biologists develop a range of skills; literary, mathematical, practical, ICT, the ability to appreciate patterns and relationships and to evaluate evidence and theories. Hence teaching strategies will be varied and include experimental and field work. Indeed, the development of practical skills and the insights that they allow into how scientific knowledge is discovered and used, underpins the entire course.

The course comprises six modules. Written examinations, consisting of three separate papers, are taken in the Summer term of the second year. Practical skills are assessed continuously throughout the course.

### *Topics to be studied:*

#### MODULE 1

**Development of practical skills in Biology.** The practical skills developed in this module are assessed within both the written examinations taken at the end of the Upper Sixth, and also continuously in the separate Practical Endorsement.

#### MODULE 2

**Foundations in Biology.** This includes the structures and processes that are common to all life on Earth, such as: biological molecules, cell structure, organisation and cell division, gene expression, enzyme action.

#### MODULE 3

**Exchange and transport.** This looks at the gas exchange system in humans and other animals and the transport system in both animals and plants.

#### MODULE 4

**Biodiversity, evolution and disease.** This includes the spread and prevention of disease as well as immunity and vaccination. Biodiversity and evolution are considered in the light of contemporary developments and challenges.

#### MODULE 5

**Communication, homeostasis and energy.** This builds on the biological processes studied in Module 3 and includes: nerves, hormones and homeostasis; plant and animal responses; photosynthesis and respiration.

## MODULE 6

**Genetics, evolution and ecosystems.** This module develops themes from Module 4 considering the genetic origin of variation within and between species. Applications include manipulating genomes, biotechnology and sustainability.

### *Written papers:*

1. Biological processes (Modules 1, 2, 3 and 5) – 2 hours 15 minutes, 37%
2. Biological diversity (Modules 1, 2, 4 and 6) – 2 hours 15 minutes, 37%
3. Unified biology (Modules 1 to 6) – 1 hour 30 minutes, 26%

Further information is available at <http://www.ocr.org.uk/qualifications/as-a-level-gce/as-a-level-gce-biology-a-h020-h420-from-2015/>, or from the Head of Biology, Mr Tom Birkill.

## *Business: AQA 7132*

A level Business explores the key issues facing modern businesses and studies the skills necessary to manage in today's business organisations. Business is a logical subject choice for pupils considering careers in management and finance, as well as those planning to start their own business.

### *Topics to be studied:*

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance
7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

### PAPER 1: BUSINESS 1

**What's assessed:** All content above.

#### **Assessed:**

- written exam: 2 hours
- 100 marks in total
- 33.3% of A level

#### **Questions:** Three compulsory sections:

- Section A has 15 multiple choice questions (MCQs) worth 15 marks.
- Section B has short answer questions worth 35 marks.
- Sections C and D have two essay questions (choice of one from two and one from two) worth 25 marks each.

**PAPER 2: BUSINESS 2****What's assessed:** All content above.**Assessed:**

- written exam: 2 hours
- 100 marks in total
- 33.3% of A level

**Questions:** Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.

**PAPER 3: BUSINESS 3****What's assessed:** All content above.**Assessed:**

- written exam: 2 hours
- 100 marks in total
- 33.3% of A level

**Questions:** One compulsory case study followed by approximately six questions.

## *Chemistry: OCR 'A' H432*

OCR's Chemistry 'A' specification is a modern and relevant Chemistry course, clearly structured and flexible so that pupils of all abilities can engage with the subject. Emphasis throughout the course is on developing knowledge, competence and confidence in the areas of Inorganic (the chemistry of the elements other than carbon), Organic (the chemistry of carbon based compounds) and Physical (theoretical) Chemistry, in practical skills and in problem solving. The content is divided into chemical topics, each containing key concepts. Once these key features have been developed, applications are considered. The teaching and learning of practical skills are integrated with the theoretical topics. Practical and laboratory skills, which are so important in this subject, are developed in a way suited to each individual pupil, combining academic challenge with practical focus.

The course comprises six modules. Written examinations, consisting of three separate papers, are taken in the Summer Term of the second year. Practical skills are assessed continuously throughout the course.

*Topics to be studied:*

**MODULE 1**

**Development of practical skills in chemistry.** The practical skills developed in this module are assessed within both the written examinations taken at the end of the Upper Sixth, and also continuously in the separate Practical Endorsement.

**MODULE 2**

**Foundations in chemistry.** Topics include: Atoms and reactions; Amount of substance; Acid-base and redox reactions; Electrons, bonding and structure.

**MODULE 3**

**Periodic table and energy.** Topics include: The periodic table; Group 2 and the halogens; Qualitative analysis; Enthalpy changes; Reaction rates and equilibrium (qualitative).

**MODULE 4**

**Core organic chemistry.** Topics include: Basic concepts; Hydrocarbons; Alcohols and haloalkanes; Organic synthesis; Analytical techniques (Infra-red Spectroscopy and Mass Spectrometry).

**MODULE 5**

**Physical Chemistry and transition elements.** Topics include: Reaction rates and equilibrium (quantitative); pH and buffers; Enthalpy, entropy and free energy; Redox and electrode potentials; Transition elements.

**MODULE 6**

**Organic Chemistry and analysis.** Topics include: Aromatic compounds; Carbonyl compounds; Carboxylic acids and esters; Nitrogen compounds; Polymers; Organic synthesis; Chromatography and spectroscopy ( $^1\text{H}$  – and  $^{13}\text{C}$  – nuclear magnetic resonance spectroscopy (NMR)).

*Written papers:*

1. Periodic table, elements and physical chemistry (Modules 1, 2, 3 and 5) – 2 hours 15 minutes, 37%
2. Synthesis and analytical techniques (Modules 1, 2, 4 and 6) – 2 hours 15 minutes, 37%
3. Unified chemistry (Modules 1 to 6) – 1 hour 30 minutes, 26%

Further information is available at <http://www.ocr.org.uk/qualifications/as-a-level-gce/as-a-level-gce-chemistry-a-h032-h432-from-2015/>, or from the Head of Chemistry, Mrs Cathy Walsh.

## *Classical Civilisation: H408*

Classical Civilisation enables pupils to study some of the greatest achievements of ancient Greek and Roman culture without the need to learn Latin and ancient Greek. Each component requires study of key texts in translation together with visual and cultural material. Assessment is by written examination, externally marked, involving short answers, stimulus questions and essays. There is no coursework. There are three components.

**COMPONENT 1**

**The world of the hero H408/11 (100 marks, worth 40%)**

The stories of the heroes who fought at Troy were a major source of cultural inspiration to the Greeks and Romans, and still resonate today.

This component comprises an in-depth study of either Homer's *Iliad* or *Odyssey* and Virgil's *Aeneid*. It is focused solely on the study of literature in translation.

**COMPONENT 2****Greek art H408/24 (75 marks, worth 30%)**

Greek artists and architects defined the way we look at art 2,500 years ago.

This component studies key works of vase painting, free-standing sculpture, architectural sculpture and architecture from 600 to 400 BC. It involves the study of visual and cultural material only.

**COMPONENT 3****Politics and the Late Republic H408/33 (75 marks, worth 30%)**

The Late Republic was a period of major upheaval in the Roman world.

This component studies the role of three statesmen in this period: Marcus Cato, Julius Caesar and Marcus Tullius Cicero. This component combines the study of an area of classical thought with the study of literature in translation.

## *Computer Science: AQA 7517*

Computer Science deals with the theoretical foundations of information and computation, taking a scientific and practical approach to computation and its applications. Computation is any type of calculation or use of computing technology that follows well-defined models (such as algorithms and protocols) in the practice of information processing (transforming data in computers), and is considered to be a foundational science - one which makes other knowledge and achievements possible.

The study of computer science involves systematically studying methodical processes (such as algorithms) in order to aid the acquisition, representation, processing, storage, communication of, and access to information.

It's a great subject to support ambitions in the field of Science, Technology, Engineering and Mathematics, but it has many other uses too through fundamentally developing your problem-solving skills. You will find it easier if you are studying some Mathematics at A level, but it is not necessary to have studied Computer Science at GCSE if you are prepared to build a basic competence in a procedural programming language like Python by following a 20-hour web-based course during the Summer holidays.

### *Topics to be studied:*

1. Fundamentals of programming
2. Fundamentals of data structures
3. Fundamentals of algorithms
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organization and architecture
8. Consequences of uses of computing
9. Fundamentals of communication and networking
10. Fundamentals of databases



11. Big Data
12. Fundamentals of functional programming
13. Systematic approach to problem solving
14. Non-exam assessment – the computing practical project

### PAPER 1 - What's assessed

This paper tests the ability to program, as well as theoretical knowledge of Computer Science from subject content 0–3 above and the skills required from section 12 above.

- On-screen exam: 2 hours 30 minutes
- 40% of A level
- Pupils answer short questions and write/adapt/extend programs on-screen.

### PAPER 2 - What's assessed

This paper tests a pupil's ability to answer questions from subject content 4–11 above.

- Written exam: 2 hours 30 minutes
- 40% of A level
- Compulsory short-answer and extended-answer questions.

### *Non-examination assessment - What's assessed*

The non-exam assessment assesses a pupil's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Pupils will be expected to follow a systematic approach to problem solving, as per section 13 above.

- 75 marks
- 20% of A level

## *Creative Writing*

### **Apprentice of Fine Arts (AFA) awarded by The Writers' Examination Board.**

This new Creative Writing AFA makes the subject available as an externally recognised programme in the Upper School. It is designed to encourage aspiring writers to develop their skills in a way that will prepare them for further study at university level and potentially as professional writers. The course is taught by specialists within the English Department (Dr Ponsford and Mr Gordon) but it is a separate discipline, with its own history, traditions and teaching practices. It can therefore be studied alongside *Pre-U Literature in English* and is accessible to pupils pursuing courses in sciences, humanities or any other combination of subject area.

Pupils will be required to read, study and write a wide range of texts across the four main forms of poetry, script, prose fiction and prose non-fiction. Close attention will be paid to the processes of drafting and editing. Critical workshops, where work is shared and appreciated, are a major part of the course. Throughout the course pupils will read and engage with fascinating writing and will be encouraged to expand and develop their own voice and style.

There are significant coursework aspects of the course which will provide the opportunities for exploring genres, as well as specialising in preferred forms. Coursework portfolios will be completed at the end of both the Lower Sixth and Upper Sixth years and there are two exams which will be taken early in the summer term of the Upper Sixth.

The AFA programme is being taught in schools and colleges to provide a focused and meaningful grounding for pupils in Creative Writing. This is an exciting new qualification being taught for the first time in 2017 and examined for the first time in 2019. It is a two-year course and Marlborough College has been at the heart of its development.

Given that AS and A level Creative Writing are no longer offered by examination boards, we are delighted that we remain able to offer a rigorous course in the subject, subscribed to by several top schools. Pupils should note, however, that at present, this course does not have official status with regard to UCAS and university admissions.

### Component 1 – WRITE-1 Portfolio

- 60% of AFA Coursework
- **Section A:** Exploration
- Pupils submit coursework writing in three different forms
- **Section B:** Specialism
- Pupils submit coursework in their own specialist form.

### Component 2 – WRITE-2 Commissioned Writing

- 15% of AFA
- 2 hour exam
- Pupils will be given a choice of five writing commissions, inviting them to write in a range of forms.

### Component 3 – WRITE-3 Responsive Writing

- 25% of AFA
- 3 hour closed book examination
- Pupils write one piece influenced by re-released texts.

## *Design & Technology - Product Design: OCR H406*

Product Design offers pupils the ability to undertake wide design briefs to develop solutions that are intended as commercially feasible products. Prototyping and Manufacture are used to create a close representation of the final outcome but pupils are encouraged to speculate on industrial manufacturing and wider design issues in their project work.

This course provides a logical progression for pupils who have followed a GCSE course in Design Technology and is of direct relevance to pupils with a longer term interest in the fields of product design, engineering, architecture or business; the course may also be of value to those who wish to add breadth to their studies and gain an insight into design, commerce and manufacture from a variety of stakeholder perspectives. There is no requirement to have studied GCSE but some extra preparatory work will be set to compensate for a lack of foundation in design enquiry.

Learning about Design and Technology at A level strengthens pupils' critical thinking and problem solving skills within a creative environment, enabling them to develop and make prototypes/products that solve real-world problems, considering their own and others' needs, wants, aspirations and values. This A level qualification requires pupils to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes/products. Pupils will acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

Central to the content of this qualification is the requirement for pupils to understand and apply processes of iterative designing in their design and technology practice. They will need to demonstrate their knowledge, understanding and skills through interrelated iterative processes that 'explore' needs, 'create' solutions and 'evaluate' how well the needs have been met.

### *Assessment:*

Three components are linked to assessment:

#### **1. Principles of Product Design (26.7% of total A level)**

This paper is set out through four sets of questions that predominantly cover technical principles within Product Design & Manufacture. Pupils will be required to:

- analyse existing products and design practice; articulating why products are viable for the intended context of use
- demonstrate applied mathematical skills to a range of design contexts
- demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques
- demonstrate their understanding of wider social, moral and environmental issues that impact on the design and manufacturing industries.

#### **2. Problem Solving in Product Design (23.3% of total A level)**

This component has a series of longer answer questions that require pupils to demonstrate their problem solving and critical evaluation skills. Pupils will be required to:

- apply their knowledge, understanding and skills of designing and manufacturing prototypes and products
- apply mathematical understanding to evaluate the viability of commercial designs
- demonstrate their higher thinking skills to solve problems and evaluate situations and suitability of design solutions.

#### **3. Iterative Design Project (50% of total A level)**

The 'Iterative Design Project' requires pupils to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate. Pupils identify a design opportunity or problem from a context of their own choice, and create a portfolio of evidence in real time through the project to demonstrate their competence. Pupils are required to design with the intention of launching a product as a commercially considered concept but can produce a range of alternative prototypes to demonstrate aesthetics, functionality & human interaction which are examined holistically.

## *Drama & Theatre Studies: Edexcel 9DR0*

The course provides an opportunity to study plays from the points of view of a director, designer, performer and critic. Pupils acquire a knowledge and understanding of the language of drama and theatre and develop performance and analytical skills. Each part of the creative process is studied with practical opportunities to develop skills in both production and performance roles. Individual creativity is nurtured along with the challenges of collaboration both practically and academically. This A level would suit anyone interested in the creative process of making theatre, its history and its role in a world crowded with alternative forms of entertainment.

### *Topics to be studied:*

#### **COMPONENT 1**

**Devising (40%)** - This unit requires the creation and performance of an original piece of theatre based on a prescribed stimulus and influenced by the work of a significant theatre practitioner. Assessment is carried out for both process, performance and the accompanying portfolio that will include images, sourced items, films and text.

#### **COMPONENT 2**

**Text in Performance (20%)** - This requires pupils to produce an edited version of a published play to be performed to an external examiner. You will also produce a 2-3 minute monologue from a contrasting play for the assessment. The component will further enhance your understanding of the role of the director, actor and designer in the rehearsal process as well as facing the challenge of performance. You will be marked on voice, movement, character and communication.

#### **COMPONENT 3**

**Theatre Makers in Practice (40%)** - This component, studied throughout the two years culminates in the final written exam that will be in three parts.

*Section A* requires you to respond to a question about a live theatre performance you have seen and studied in class.

*Section B* requires involves two extended response questions based on an unseen extract from a performance text you have studied in class. This question will be based around the roles of the actor and the designer.

*Section C* requires you to answer one extended response question based on a second set text focusing on the role of the director and how your personal interpretation would be influenced by the study of one significant theatre practitioner.

## *Economics: Edexcel 9ECO*

The Pearson Edexcel Level 3 Advanced GCE in Economics A is structured into four themes and consists of three externally examined papers. Pupils build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. Pupils will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

### *Subject content:*

**Theme 1:** Introduction to markets and market failure.

**Theme 2:** The UK economy - performance and policies.

**Theme 3:** Business behaviour and the labour market.

**Theme 4:** A global perspective.

### *Assessment:*

#### **PAPER 1**

**Markets and business behaviour \*Paper code: 9EC0/01.**

- Externally assessed
- Availability: May/June
- First assessment: 2017

**35% of the total qualification.**

### *Overview of assessment:*

- Written examination.
- The paper comprises three sections. Pupils answer all questions from Section A and Section B, and one from Section C.
- Section A comprises a range of multiple-choice and short-answer questions.
- Section B comprises one data response question broken down into a number of parts.
- Section C comprises a choice of extended open-response questions; pupils select one from a choice of two.
- Duration: 2 hours.
- 100 marks available.

#### **PAPER 2**

**The national and global economy \*Paper code: 9EC0/02.**

- Externally assessed
- Availability: May/June
- First assessment: 2017

**35% of the total qualification.**

*Overview of assessment:*

- Written examination.
- The paper comprises three sections. Pupils answer all questions from Section A and Section B, and one from Section C.
- Section A comprises a range of multiple-choice and short-answer questions.
- Section B comprises one data response question broken down into a number of parts.
- Section C comprises a choice of extended open-response questions; pupils select one from a choice of two.
- Duration: 2 hours.
- 100 marks available.

**PAPER 3**

**Microeconomics and macroeconomics \*Paper code: 9EC0/03.**

- Externally assessed
- Availability: May/June
- First assessment: 2017

**30% of the total qualification.**

*Overview of assessment:*

- Written examination.
- The paper comprises two sections.
- Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; pupils select one from a choice of two.
- Duration: 2 hours.
- 100 marks available.

## *English Literature*

English Literature has always been a popular subject due to the inspiration that great writing promotes. The Upper School course is both creative and engaging; allowing pupils to learn how to respond intellectually and expertly in both classroom discussions and their own writing.

The Lower Sixth year begins with a mix of contemporary and modern literature and develops into more detailed study of prose, poetry and drama. Throughout the year there will be visits from poets and writers, beginning with the town's Literature Festival in September. We organise a number of theatre trips to see superb productions of a wide variety of plays and enhance understanding of drama on the stage.

There is an emphasis on independent reading and the following of individual interests and literary passions: this will build into the independent course work choices of the pupils. We will complete a first reading of the set text Shakespeare play and take the opportunity to visit the RSC in Stratford-upon-Avon to see a play in performance and study the life of the playwright.

In the Upper Sixth, pupils will follow an A level syllabus that covers a wide variety of set texts. Along with Shakespeare they will study prose, poetry and drama from across the ages. Texts will be studied individually and in comparison according to genre and context. Pupils are encouraged to read widely and we will be asking them to respond intellectually, creatively and analytically.

Due to the transition between Pre-U and A level, some details of the A level English course (to begin in September 2020) are yet to be finalised. This document will be revised, to include these details, early in the New Year.

## *Exercise and Sport Sciences: OCR H555*

The A level course is extremely varied; it is academically challenging but there is also a practical emphasis. The course aims to develop the pupils' knowledge and understanding of: applied anatomy and physiology, motor skill development, socio-cultural issues in physical activity, biomechanics and the psychological aspects of sport. The application of the knowledge gained will help lead to an improvement in the effectiveness and efficiency of the pupils' performance in roles such as performer, or coach. Pupils will be able to evaluate and make choices in relation to physical activity as part of a balanced, active and healthy lifestyle.

### *Topics to be studied:*

#### **UNIT 1**

**Physiological factors affecting performance (30%) - Applied anatomy and physiology, Exercise physiology and Biomechanics.** This includes the structure and function of key systems in the human body, the forces that act upon us and the adaptations we make to our bodies through diet and training regimes.

This unit will include the interpretation of data and graphs relating to:

- Changes within musculo-skeletal, cardio-respiratory and neuro-muscular systems during different types of physical activity and sport.
- The use of energy systems during different types of physical activity and sport and the recovery process.
- Quantitative methods for planning, monitoring and evaluating physical training and performance.

#### **UNIT 2**

**Psychological factors affecting performance (20%).** This component focuses on the psychological factors affecting physical activities and sports. This includes models and theories that affect learning and performance in physical activities, how different methods of training and feedback work and why their effectiveness differs from person to person.

It also includes psychological factors affecting group dynamics and the effects of leadership and stress on performers.

#### **UNIT 3**

**Socio-cultural issues in physical activity and sport (20%).** This component focuses on the sociological and contemporary issues that influence and affect physical activity and sport for both the audience and the performer and how sport affects society.

It includes the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain.

The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events. The ever-evolving modern technology and its influence on sport performers and spectators will be understood and practical examples will be used by learners to show the effect of modern technology.

#### UNIT 4

**Performance in physical education (30%).** Learners are internally assessed through the NEA in one practical activity (either performing or coaching one chosen activity from the approved lists). Pupils are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

In addition to a practical performance, candidates will be assessed in the Evaluation and Analysis of Performance for Improvement (EAPI) and also observe a live or recorded performance by a peer in either their own assessed performance activity or another activity from the approved list. Through observation, pupils will provide an oral response analysing and critically evaluating their peers' performance.

## *Extended Project (EP) - Level 3: Edexcel ZPJ3*

The EP was launched nationally in 2008 (piloted at Marlborough in 2007). With over 500 projects completed at the College, it offers the chance for in-depth self-motivated research in any topic area.

The EP, which is completed in two terms, is an additional qualification to the required A level or Pre-U choices. The qualification is highly regarded and offers the opportunity to go well beyond A level in subject depth and encourages a cross-curricular approach allowing pupils to display initiative and independence, both so important at university entrance.

The EP is 100% internally marked coursework with no external exam and is equivalent to half an A level in UCAS points (the expected standard is that of A level not AS) and is graded up to A\*. The EP consists of an in-depth piece of pupil-chosen research which may be theoretical or practical.

The project title is unrestricted but should be narrow, controversial and must be formally proposed and approved. Planning, research, critical thinking, analysis, synthesis and presentation skills are taught and then assessed. The project is run on a tutorial basis with an allocation of 5 periods a fortnight. It is completed by the end of the Lent term and is presented in an assessed 10 minute talk to a small audience. The EP can act as a motivational project in areas not covered in the curriculum such as Medicine, Law, Engineering, Architecture, etc.

The EP can be taken in either Lower or Upper Sixth year.

The EP can be submitted as either:

**Dissertation:** 6,000 word project based on secondary sources. The project is orally presented on completion as part of the assessment;



or:

**Investigation:** 4,500 word project based on primary collected data (and secondary sources) involving an element of numerical analysis. The project is orally presented on completion as part of the assessment.

or:

**Performance:** 3,000 word project, the final outcome of which is a public performance (Drama, Music, Art) which is filmed and supported by audience feedback. It can be a group project if individual roles and input are clearly identified. Final projects have to be individually submitted however. The project is orally presented or exhibited on completion as part of the assessment.

and:

**Artefact:** 3,000 word project based on a Design brief and iterative portfolio and might be in any form - Computer Programme, Film, Manufactured item, Exhibition, Music Score, Poetry, etc. The project is orally presented or exhibited on completion as part of the assessment.

## *Geography: AQA 7037*

Geography is the integrated study of the Earth's places, peoples, environments and societies and provides a bridge between the Social Sciences and Earth Sciences. Geography complements most A level choices and brings together skills and content from Arts, Science and Social Science subjects. It is a broad subject with an emphasis on linkage and synthesis; the geographer is trained to examine issues and problems by bringing together diverse materials with vision, thought and imagination.

**40% A LEVEL, 2 ½ hr PAPER**

**4 short answers 22%, 3 long answers 50%, 5 stimulus response answers 25%, 4 multiple choice 3%.**

**Coastal systems and landscapes (11%)** - Landscape development and coastal management will be emphasised. The influence of man, climate change and land and sea level changes will be explored. Management of the Christchurch Bay area of the South Coast and exploitation and development of an overseas coastal location will be considered. The Sundarbans of the Bangladesh delta is one example.

**Water and carbon cycles (11%)** - This will include the study of stores and flows at local and global scales and the water balance and carbon budget over a variety of scales. The links to man and to climate will also be explored. A tropical rainforest area and river catchment area will provide two case studies for further exploration of the nature and importance of these cycles. The Amazon rainforest and a UK river are current examples.

**Hazards (18%)** - Volcanic, seismic and storm hazards and management will be explored. A multi-hazardous environment overseas will be investigated along with a variety of individual hazard events. IGCSE case studies will not be repeated. The Philippines and Japan provide excellent examples.

40% A LEVEL, 2 ½ hr PAPER

4 short answers 22%, 3 long answers 50%, 5 stimulus response answers 25%, 4 multiple choice 3%.

**Global systems and global governance (11%)** - Transnational corporations (TNCs), emerging economies such as China and India, the European Union, trading blocs, developing technologies, patterns of inequality with reference to some of the world's poorest countries, outsourcing and fair trade are included themes. There will be a special study of threats and protection relating to Antarctica. The TNC Apple and the global trade in bananas are two specific studies.

**Changing places (11%)** - The concept of place and the importance of place in human life and experience are explored; the sense, perception and communication of place are considered. Marlborough and Boscombe, Bournemouth are studied in the field and in class; place contrasts are established. Music, images, data, art, culture, community and change are all considered in this study of place. Other place themes will include media places, rebranding, social inequalities, globalised places and economic and demographic change.

**Resource Security (18%)** - Resource frontiers, sustainable resource development, global water mineral and energy patterns, managing water supply and consumption, water conflicts, energy supply in a globalising world, renewable and non-renewable options, environmental issues and resource futures will be explored. Water, energy and mineral security are key themes. The Aswan High Dam, in Egypt, the Athabasca tar sands and the Carajas iron ore mines in Brazil are three key studies.

### PERSONAL FIELDWORK INVESTIGATION 20% A LEVEL

A South Coast residential field trip will allow for a choice between physical or human data collection. A question or issue is developed by the pupil with teacher advice and guidance, group data collection is permitted but the write-up must then be the individual work of the pupil.

A generous Lower Sixth period of time is set aside for this work; early completion of this unit leaves only the two final exam papers to complete in the Upper Sixth. Pupils complete a one-day field trip in the first term and choose between a human place-based project in Bournemouth and a physical coastal project in Studland or Swanage.

## *Greek: H444*

The aims of the course are to deepen pupils' experience of Greek literature and culture by extending their knowledge of Greek and by their personal response to authors studied in the original language. The texts will be chosen from the central areas of Greek literature, including Homer, Tragedy, History and Philosophy.

*Topics to be studied:*

### UNIT 1

**Unseen Translation (33%)** - Translation into English of a passage of Greek prose and a passage of Greek verse.

**UNIT 2**

**Prose Composition or Comprehension (17%)** - EITHER: Translation into Greek of a short passage of English (of at least 100 words) OR : Short translation into English, with comprehension and grammar questions.

**UNIT 3**

**Prose Literature (25%)** - Questions on the set texts studied from Groups 1 and 2, including comprehension questions, set text translation and an analysis question. In addition, an essay on the set text studied from Group 2.

**UNIT 4**

**Verse Literature (25%)** - Questions on the set texts studied from Groups 3 and 4, including comprehension questions, set text translation and an analysis question. In addition, an essay on the set text studied from Group 4.

## *History: OCR H505*

History is a vast and compelling subject, and one that is of increasing value and urgency in our fast-changing world. At Marlborough we are very eager to offer our 6th Form pupils an extremely wide-ranging, lively and relevant range of opportunities, both in our courses and in the numerous department events. History's many facets provide means by which we can understand past and present societies and cultures in numerous ways. In the A level course all pupils will gain an understanding and appreciation for aspects of political, social, cultural and economic History. Moreover, they will develop an ability to analyse primary and secondary sources, and to discriminate between the work of historians. In addition, pupils will be given separate lessons in broader contextual themes. History, with its emphasis on both knowledge and analysis, works very well in most combinations of subjects (including the Sciences): it is highly valued by universities and employers and supports a very wide and varied range of careers.

Pupils will learn with beaks who are expert in their fields, and our A level courses range from the 11th to the 19th centuries (most pupils will already have done two years of 20th century History at IGCSE level). It is our philosophy to encourage pupils to take an open-minded and adventurous approach to learning: the course will especially suit pupils who are eager to read and research, who are excited to plunge into new topics and periods, and who are willing to make connections between different eras and themes. To that end there are very numerous co-curricular offerings, including weekly society meetings and trips (through the HATA society), academic speakers and evenings devoted to speakers from among the pupil body (the 'Medleys'). Our policy is also to offer periods that contrast with those (usually) studied at (I)GCSE, and we believe wholeheartedly in the value of the broader knowledge and comparative skills that such an approach will enable. Recent HATA trips devoted to the exploration of history and culture in Morocco, China, Spain, Italy, Berlin, Krakow and Prague (in addition to very numerous more local ones) bear witness to this philosophy. Prospective historians will have the opportunity to fill in a questionnaire which will help us to ascertain their level of interest in particular topics: they will then be allocated accordingly, though we stress that timetabling constraints may limit the choice of period.

It is desirable but not essential to have studied History at (I)GCSE. All examinations will take place in the Summer term of the Upper Sixth year.

*The topics that we teach will include:*

**In English History:**

- The Age of Chivalry: King John and the 13th century Plantagenets
- The Age of Reformation: the early Tudors
- The English Civil War
- The growth of the British Empire

**In European and Near Eastern History:**

- The Age of the Crusades, and the crusader states
- The Age of the Renaissance across Europe
- The French Revolution and Napoleon
- 19th century France

The examinations are as follows. Please note that Units One and Two will be studied in the Lower 6th; that Unit Three will be started in the Lower 6th and finished in the Upper 6th; and that Unit Four will be completed in the Upper Sixth, though introduced in the Lower 6th.

**UNIT ONE: British Period Study and Enquiry**

**1 hour 30 minutes exam, worth 25% of the whole.**

This paper, in two parts, tests analysis of issues relating to British history, as well as specific analysis of sources. We will offer studies of 13th century England, early 16th century England, and early 17th century England for this paper.

**UNIT TWO: Non-British Period Study**

**1 hour exam, three essays, worth 15% of the whole.**

This paper tests analysis of issues relating to European/Near Eastern history. There is no specific source component. We will offer studies of the Crusades, the French Revolution, and 19th century France for this paper.

**UNIT THREE: Thematic Study and Historical Interpretations**

**2 hours 30 minutes exam, worth 40% of the whole.**

This paper tests the comprehension of broad historical themes across at least 100 years of History. We will offer themes relating to the European Renaissance and the British Empire.

**UNIT FOUR: Topic Based Essay**

**Coursework:** a 3000-4000 word essay on a subject of the candidate's choice, usually connected with one of the outline papers, worth 20% of the whole.

## *History of Art: Pearson Edexcel (9HT0)*

History of Art is an important humanities subject introduced to students at Sixth-Form level. It is concerned with a major area of human activity, the impulse to make images, objects, and spaces that reflect beliefs, identities, hopes and fears. History of Art approaches human experience through the evidence of visual artefacts, be they paintings, sculptures, or buildings. In this context, the course covers social, religious, political and cultural history as well as analysis of the works themselves.

We seek to promote students' critical skills in aesthetic appreciation, and foster knowledge of the formal characteristics of genres and styles. Wide reading and personal research will be required to inform essay writing. Artistic ability is not a prerequisite to study History of Art, nor is it essential that students have studied History at GCSE.

### PAPER 1 – Visual Analysis and Themes

We study ways of approaching Painting, Sculpture, and Architecture, before looking more closely at how art interacts with nature, human identity, and war.

### PAPER 2 – Periods

This is where students have a chance to develop in-depth knowledge of particular moments in human history when art has played important role. We will be looking at courses on:

- The Italian Renaissance (1420-1520)
- The Baroque (1597-1685)
- British and French Avant-Garde Art (1848-1899)
- Modernism in Europe (1900-1939)
- Pop Art – British and American Contemporary Art (1960-2015)

## *Latin: H443*

The aims of the course are to deepen pupils' experience of Latin literature and culture by extending their knowledge of Latin and by their personal response to authors studied in the original language. The texts will be chosen from the central areas of Roman literature, including Virgil, Horace, Ovid, Cicero, Livy and Tacitus.

### *Topics to be studied:*

#### UNIT 1

**Unseen Translation (33%)** - Translation into English of a passage of Latin prose and a passage of Latin verse.

#### UNIT 2

**Prose Composition or Comprehension (17%)** - EITHER: Translation into Latin of a short passage of English (of at least 100 words) OR : Short translation into English, with comprehension and grammar questions.

#### UNIT 3

**Prose Literature (25%)** - Questions on the set texts studied from Groups 1 and 2, including comprehension questions, set text translation and an analysis question. In addition, an essay on the set text studied from Group 2.

#### UNIT 4

**Verse Literature (25%)** - Questions on the set texts studied from Groups 3 and 4, including comprehension questions, set text translation and an analysis question. In addition, an essay on the set text studied from Group 4.

## *Mathematics in Context: Edexcel 7MC0*

The Pearson Edexcel Level 3 Certificate in Mathematics in Context consists of two externally examined papers. This is suitable for pupils who would not otherwise have chosen maths at A level but would like to continue to study Maths beyond GCSE.

The total number of guided learning hours (GLH) for this qualification is 180.

The qualification is graded and certificated on a five-grade scale from A (the highest) to E (the lowest). Pupils must complete both papers in May/June in any single year.

*The content areas covered in this qualification (across both papers) are:*

- applications of statistics
- probability
- linear programming
- sequences and growth.

Each of these content areas can be assessed in either Paper 1 or Paper 2 or in both Papers 1 and 2. Pupils should be prepared in all four content areas for both papers.

The content of this qualification is drawn from a range of GCSE content areas predominantly: statistics, probability, algebra and ratio, proportion and rates of change, together with 20% of content drawn from beyond and above GCSE content.

## *Mathematics & Further Mathematics: Edexcel 9MA0 & 9FM0*

The study of mathematics at A level trains the mind to look at any situation in a variety of ways. It promotes logical thought processes, extends the powers of reasoning and provides a real sense of achievement when a complex problem is finally solved. The subject provides an excellent foundation for further study and employment. It is an A level which complements many other A levels such as the Sciences, Computing, Geography, Psychology, Business Studies, History and other subjects. It is essential for a whole range of degree courses in Engineering, Physics, Mathematics, Economics, Computer Science and helpful for a whole variety of others. Pupils are advised to check the entry criteria for their proposed degree courses, especially to studying both Mathematics and Further Mathematics. The department follows the Edexcel examination board.

The Pearson Edexcel Level 3 Advanced GCE in Mathematics consists of three externally-examined papers. Pupils must complete all assessment in May/June in any single year.

Paper 1: Pure Mathematics 1 (\*Paper code: 9MA0/01)  
 Paper 2: Pure Mathematics 2 (\*Paper code: 9MA0/02)  
 Paper 3: Statistics and Mechanics (\*Paper code: 9MA0/03)

**Each paper is: 2-hour written examination 33.33% of the qualification 100 marks.**

This Pearson Edexcel Level 3 Advanced GCE in Further Mathematics builds on the skills, knowledge and understanding set out in the whole GCSE subject content for mathematics and the subject content for the Pearson Edexcel Level 3 Advanced Subsidiary and Advanced GCE Mathematics qualifications. Assessments will be designed to reward pupils for demonstrating the ability to provide responses that draw together different areas of their knowledge, skills and understanding from across the full course of study. Problem solving, proof and mathematical modelling will be assessed in further mathematics in the context of the wider knowledge which pupils taking A level further mathematics will have studied.

**The Pearson Edexcel Level 3 Advanced GCE in Further Mathematics consists of four externally-examined papers.**

**Pupils must complete all assessments in May/June in any single year.**

Paper 1: Core Pure Mathematics 1 (\*Paper code: 9FM0/01)  
 Paper 2: Core Pure Mathematics 2 (\*Paper code: 9FM0/02)  
 Paper 3: Further Mathematics Option 1 (\*Paper codes: 9FM0/3A-3D)  
 Paper 4: Further Mathematics Option 2 (\*Paper codes: 9FM0/4A-4G)

## *Modern Languages: French\*, German Edexcel 9GN0, Italian Edexcel 91N0, Mandarin Chinese\*, Russian Edexcel 9RU0 and Spanish Edexcel 9SP0*

The aim of these syllabus are to enable pupils to develop the language skills needed for effective, sophisticated communication in French/German/Italian/Mandarin Chinese/Russian/Spanish and to provide them with an opportunity to gain an insight into French/German/Italian/Mandarin Chinese/Russian/Spanish society and culture.

In each language a programme of literary and film study prepares pupils for Paper 2. In addition, the following topics form the basis of the cultural study in each of the language courses:

French: Changes in French society; Political and artistic culture in French speaking countries; Immigration and French multicultural society; The Occupation and the French Resistance.

German: The development of society in German speaking countries; Political and artistic culture in German speaking society; Immigration; The re-unification of Germany.

Italian: Changes in Italian society; Political and artistic culture in Italian speaking countries; Italy - a society in evolution; From Fascism to the present day.

Mandarin Chinese: Family; Young people; Education; The Media; Work and Leisure; Equal Opportunities.

Russian: The development of Russian society; Political and artistic culture in the Russian speaking world; Moscow or St Petersburg - changes in the life of a Russian city; The last years of the USSR - Gorbachov 1985-1991.

Spanish: The evolution of Spanish society; Political and artistic culture in the Spanish speaking world; Immigration and Spanish multicultural society; The Franco dictatorship and the transition to democracy.

### *Assessment:*

All examinations are taken at the end of the Upper Sixth. Examination length and assessment weightings vary very slightly across languages, but a typical outline is as follows.

#### **PAPER 1 – Listening, reading and translation – 1 hr 45 minutes** **40% of the final mark**

- Listening comprehension test, including questions testing summary skills.
- Reading comprehension test, including multiple choice and open-response questions.
- Translation into English.

#### **PAPER 2 – Written response to works and translation – 1 hr 40 minutes** **30% of the final mark**

- Translation from English into the foreign language.
- Essay in the foreign language (300-350 words) either on two literary texts or on one literary text and one film.

#### **PAPER 3 – Speaking – 21-23 minutes** **30% of the final mark**

- Discussion on a theme – two questions on a theme are asked, following time for the pupils to read a stimulus card; these are then followed by a discussion with the examiner.
- Presentation and discussion on the pupil's independent research project – the pupil presents a summary of their research; this is then followed by a discussion with the examiner.

In both tasks pupils are expected to take the lead in the discussions.

\* Due to the transition between Pre-U and A level, some details of the A level French and Mandarin Chinese courses (to begin in September 2020) are yet to be finalised. This document will be revised, to include these details, early in the New Year.



## *Modern Languages: French DELF B1, German Goethe Zertifikat B1 & Spanish DELE A2/B1*

Pupils with a good pass at (I)GCSE in French, German or Spanish can take one of the internationally recognised continuation courses in the language. These courses are for pupils who are not specialist linguists, but who wish to reach a level of independence in language use beyond (I)GCSE level. Level B1 in these courses enables the user to become independent, maintaining interaction, understanding and a discussion and giving his/her opinion. These courses are practical, dealing with situations likely to arise in daily life and they develop competence in the four language skills of listening, speaking, reading and writing. They form an excellent progression from (I)GCSE, introducing new topics through specially selected, authentic materials.

Pupils studying a language at A level should not choose one of these B1 courses in the same language.

## *Modern Languages: Marlborough Certificate in Arabic, Hebrew and Japanese: Mandarin Chinese & Russian GCSE, and Italian IGCSE*

Pupils following the A level curriculum can take a beginners' course in Mandarin Chinese, leading either to the Marlborough Certificate in Mandarin Chinese after one year or GCSE after two years. Arabic, Hebrew and Japanese can also be taken up, leading to the Marlborough Certificate in Arabic, Hebrew or Japanese after one or two years. Pupils who would like additionally to work for GCSE in these languages may do so. Italian IGCSE is also available as a one-year complementary course and Russian GCSE as a two-year complementary course to those studying towards A level qualifications.

## Music: Edexcel 9MU0

Pupils develop performing, composing and listening skills in a range of styles, and listen to as wide a variety of music as possible in order to develop an informed appreciation of how and why music was written and/or performed. This course would be suitable for a candidate who has a keen interest in creating and listening to different styles of music and who wishes to broaden his/her knowledge. In addition, candidates must be learning a musical instrument and have reached at least Grade 5/6 standard at the start of the course. Singing is acceptable as an 'instrument'. Grade 5 theory, although not compulsory, would benefit the pupil. Candidates will be expected to use IT during the course. The music notation programme 'Sibelius' will be used.

### *Topics to be studied:*

#### UNIT 1 9MU0/01

**Performing Music (30%) - Coursework.** Candidates perform one or more pieces as a recital between March 1st and May 15th. Performances may be playing or singing solo, including improvisation. The total performance time across all pieces must be a minimum of 8 minutes.

#### UNIT 2 9MU0/02

**Composition (30%) - Coursework.** A total of two compositions, one to a brief and one either free composition or set to another brief. The first composition must be at least 4 minutes in duration. The second composition must be from a list of briefs which will assess compositional technique, such as 4-part chorale writing, in the style of J S Bach. The total time across both compositions should be a minimum of 6 mins. The deadline for completion will be 10th May.

#### UNIT 3 9MU0/03

**Written examination: 2 hours.** The knowledge of musical elements and language will be used to study set works from six individual areas of study:

- Vocal Music - (extracts from Magic Flute - Mozart and Mvts 1,2 and 8 from Cantata 'Ein feste Burg' by J S Bach)
- Instrumental Music - (Vivaldi Concerto in D Minor Op 3 No. 11 and Clara Wieck-Schumann Piano trio in G Min Op 17 mvt 1)
- Music for film - (Danny Elfman 'Batman Returns' and Rachel Portman 'The Duchess')
- Popular Music and Jazz - (Courtney Pine - selection and Kate Bush 'Hounds of Love')
- Fusions - Debussy - 'Estampes' and Familia Valera Miranda, Cana Quema)
- New Directions - Cage - three dances for prepared piano and Saariaho 'Petals' for Violoncello and live electronics)

There will also be a section that requires pupils to use their knowledge whilst analysing unfamiliar repertoire. Section A will comprise three listening questions and one short melody/rhythm completion exercise. Section B will contain one short and one long essay.

# Music Technology: Edexcel 9MT01

The A level course in music technology is designed to show the practical use of computers and recording equipment in the every day life of the 21st century musician. Useful for those considering a further education course in music, be it on the commercial side (rock, pop, dance and jazz) or on the classical side, it is above all a course which would appeal to anyone with an interest in music's place in our lives today. It is also useful to those interested in the production and engineering aspects of the industry.

## *Topics to be studied:*

### COMPONENT 1

**Recording 20% NEA** - One recording, chosen from a list of 10 songs consisting of a minimum of five compulsory instruments and two additional instruments. Keyboard tracks may be sequenced. Total time must be between 3 minutes and 3½ minutes. Logbook and authentication form must be supplied. 1 recording.  
Total of 60 marks.

### COMPONENT 2

**Technology based composition 20% NEA** - One technology-based composition. Synthesis and sampling/audio manipulation and creative effects use must be included. Total time must be 3 minutes. Logbook and authentication form must be supplied. 1 recording of composition.  
Total of 60 marks.

### COMPONENT 3

**Listening and analysing 25% Exam** - Comprises two sections: A and B, all questions are compulsory. One audio CD with the unfamiliar commercial recordings to accompany questions on the paper will be provided per pupil. Written examination: 1 hour 30 minutes.

**Section A:** Listening and analysing (40 marks)

**Section B:** Extended written responses (35 marks)

Total of 75 marks.

### COMPONENT 4

**Producing and analysing 35% Exam/practical** - Comprises two sections: A and B and all questions are compulsory. Pupils will correct and then combine audio and MIDI materials (provided) to form a completed mix, which may include creating new tracks or parts from the materials provided. Written/practical examination: 2 hours 15 minutes (plus 10 minutes setting-up time).

**Section A:** Producing and analysing (85 marks) responses and practical tasks

**Section B:** Extended written response (20 marks)

Total of 105 marks.

## *Philosophy & Theology: OCR (H573)*

The Philosophy and Theology course is intended to allow pupils to think rigorously about fundamental questions of truth and human understanding. It is also intended to introduce pupils to the academic study of Philosophy, Ethics and Theology. Through an exploration of these issues, together with a detailed study of some of the texts which have influenced the western intellectual heritage, pupils will be prepared for the study of Philosophy and Theology at university, or any other subject which requires rigorous thinking and analysis of complex ideas. There is no coursework, with the assessment taking the form of three exams at the end of upper sixth. Such a linear approach is ideally suited to a subject of this kind, since it gives candidates the opportunity to develop a full and mature understanding of the topics.

### *Topics to be studied:*

#### **UNIT 1**

**Philosophy (33%)** – Candidates are expected to cover a number of topics related to the overall theme. Topics for study include Arguments for the Existence of God, Miracles, Revelation, Science and Religion and the Problem of Evil.

#### **UNIT 2**

**Ethics (33%)** – Topics for study include Utilitarianism, Virtue Ethics, Kant, Situation Ethics, and Natural Law, as well as the ethical issues surrounding Business, Sex Ethics and Euthanasia.

#### **UNIT 3**

**Theology (33%)** – This unit, charting developments in religious thought, provides an opportunity for the systematic study of the development of religious thinking, including; the connection between faith and science; a study of the challenges of pluralism in multi-cultural society; secularism and the intersection of philosophy and society; and the role of women.

## *Physics: EDUQAS A420QS*

Physics is the most fundamental of the sciences, offering a very broad education and a good deal of practical work. It is essential for pupils planning to study physical sciences or engineering at university, and is very useful for pupils wishing to study medicine or other sciences. It is also an acceptable course for most other degrees. A level mathematics is not compulsory for those wishing to study physics, although it is undoubtedly an advantage and provides excellent support to the course. Non-mathematicians may expect to receive additional help and support during the course.

The course comprises three components, outlined below. Written examinations, consisting of three separate papers, are taken in the Summer term of the second year. Practical skills are assessed continuously throughout the course.

*Topics to be studied:***COMPONENT 1**

**Newtonian Physics.** Mechanics, Circular Motion, Simple Harmonic Motion, Kinetic Theory and Thermal Physics.

**COMPONENT 2**

**Electricity and the Universe.** Electric circuits, Materials, Gravitational and Electrostatic Fields, Astronomy and the Universe.

**COMPONENT 3**

**Light, Nuclei and Options.** The Wave and Particle nature of Light, Particle Physics and Nuclear Structure, Magnetic Fields and Electromagnetic Induction.

In addition candidates can choose to study one of the following options:

Alternating Currents; Medical Physics; The Physics of Sport; Energy and the Environment.

*Written papers:*

1. Newtonian physics – 2 hours 15 minutes, 31.25%
2. Electricity and the universe – 2 hours, 31.25%
3. Light, nuclei and options – 2 hour 15 minutes, 37.5%

Further information is available at <http://www.educas.co.uk/qualifications/physics/as-a-level/>, or from the Head of Physics, Mr Chris Wheatland.

## *Politics: Edexcel 9PLO*

The Government and Politics syllabus follows the Edexcel exam board and from September 2017 we started teaching the ‘new’ linear specification. It involves the study of THREE examined papers. Components 1 and 2 focus on British Politics and Component 3 on Global issues.

At AS Components 1 and 2 focus on the British political system and political ideas; while at A2 global issues form the content of Component 3. The exact structure of the specification and form of examination is set out below:

**COMPONENT 1 - UK Politics (Political Participation) and Core Political Ideas**

This unit introduces pupils to the key elements of communication between the government and the people in Britain and encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation. Its key topics include: Democracy and Participation, Political Parties, Electoral Systems, Voting Behaviour and the Media. For the Core Political Ideas we will study Liberalism, Conservatism and Socialism.

Exam (2 hours) – 84 marks - 1/3 of the qualification. Section A is ONE 30-mark questions from a choice of two (each question is based on a quote). Plus ONE 30-mark question from a choice of two. Section B is ONE 24 mark question from a choice of two.

### COMPONENT 2 - UK Government & Optional Political Idea

This unit introduces pupils to the major governmental processes in the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions and the relationship amongst them within the context of multilevel governance. Key topics are: The Constitution, Parliament, Prime Minister and the Executive and the relationship between the branches. For the Optional Political Idea we will be studying Feminism.

Exam (2 hours) – 84 marks - 1/3 of the qualification. Section A is ONE 30-mark questions from a choice of two (each question is based on a quote). Plus ONE 30-mark question from a choice of two. Section B is ONE 24 mark question from a choice of two.

### COMPONENT 3 - Comparative Politics

This topic examines key issues in recent global politics and how these issues are dealt with at global level. This includes: Theories of Global Politics, sovereignty and globalization, global governance: political and economic, global governance: human rights and the environment, power and developments, regionalism and the European Union.

Exam (2 hours) – 84 marks - 1/3 of the qualification. Section A is ONE 12-mark questions from a choice of two). Section B is ONE compulsory 12 mark question based on a source. Section C is TWO 30 mark questions from a choice of three.

Also, there are a range of options available for extending political interest and knowledge outside of normal lesson time. The vibrant Politics Society hosts talks from eminent public figures and political commentators and gives pupils an insight into the realities of the wider political world. Mock elections are held at the time of General Election. The Politics Society also hosts a wide range of more informal activities from informal debates to book reviews. The department offers visits to places of interest such as Parliament and the Supreme Court, and every year there is a study trip to either Washington DC, Brussels, Luxembourg, Strasbourg, Geneva, or Berlin.

### *Further Education and Careers*

There is a wide range of university degree courses: PPE at Oxford, HSPS at Cambridge and International Relations at The LSE are just three such examples. Many pupils from Marlborough have opted to study for a Politics and/or International Relations degree and such courses open up diverse careers including journalism, business, the armed forces and the civil service.

## *Psychology: Exam Board AQA (7182)*

Psychology is the scientific study of the mind and human behaviour, and it aims to uncover the reasoning and origins of not only mental ill health, but the functionality of our brain and how we, as humans, are able to communicate and interact in the way that we do. Everything can be linked back to psychology, which is exhilarating, and therefore a curious mind and indeed, a flexible mind, is a must, as being a 'young science', psychologists often produce more conflicting research than 'answers'. Therefore, pupils must be prepared to analyse, critique and balance various arguments and not to seek as definite 'answer'.

To aid pupils in this we ensure that they have a firm grasp of the emergence of psychology as a scientific discipline by analysing the foundations of the subject and charting its history from the 1870s to the present day. We are able to draw on research not only from traditional psychologists, but we also adopt a 'multi-disciplinary' approach, as we borrow research from behavioural economists, forensic science and anthropology to name but a few!

We also ensure that pupils are equipped with the knowledge to be able to analyse and critique experiments and procedures that form the 'canon' of psychological thought, from Pavlov's dogs, Skinner's Rats, Little Albert and the ubiquitous Little Hans!

As a result of the requirement that pupils need to be able to critically analyse the strengths and weaknesses of experimental research, a large emphasis is placed on the understanding of the scientific method and the various research methods employed by psychologists. To this end, pupils are asked to engage with statistical calculations, graph and data analysis and manipulation and to understand and apply the various forms of validity and reliability testing (including inferential statistics).

To aid this overall aim of critique and scientific curiosity about what shapes and determines our behaviours and actions, pupils will be immersed into the myriad of 'approaches' in psychology where they will gain an appreciation of the various competing schools of thought and pioneering scientists, who through various paradigm shifts, have shaped our current understanding.

All of the topics are demanding and thought-provoking; many involve in-depth discussion and delving into challenging issues that are faced in contemporary society. Pupils will be required to draw parallels with the economic implications of the research in the context of modern Britain, alongside being able to create and design their own research to help to answer some the biggest issues facing us today (implications of social media use for example).

All Psychology assessments are terminal examination papers, with no coursework. Pupils will sit three papers, all two hours long, with each paper having an equal weighting towards the overall mark (96 marks). All papers have a mixture of multiple choice, short answer and extended writing questions.

**PAPER 1**

**Social Influence;** including types of conformity, explanations for obedience, explanations of resistance to social influence and the role of social influence processes in social change.

**Memory;** including models of memory, explanations for 'forgetting', factors affecting the accuracy of eye-witness testimony, and how this may be improved using cognitive interviewing techniques.

**Attachment;** including stages of attachment and the influence of early attachment on childhood and adult relationships.

**Psychopathology;** including definitions of abnormality, phobias, depression and obsessive compulsive disorder, the behavioural approach to treating phobias, the cognitive approach for treating depression and the biological approach to explaining and treating OCD.

2 hours (96 marks).

**PAPER 2**

**Biopsychology;** including the nervous system, the endocrine system, localization of brain function, biological rhythms.

**Approaches;** cognitive, psychodynamic, behavioural, biological and humanistic approaches; including main assumptions and critique.

**Research Methods;** scientific method, mathematical content (20% of the whole A level).

2 hours (96 marks).

**PAPER 3**

**Issues and Debates;** ethics and socially sensitive research, nature vs nurture, holism vs reductionism; free will vs determinism, idiographic vs nomothetic; gender and culture bias.

**Schizophrenia;** explanations and treatments.

**Gender;** differences between sex and gender, biological and psychodynamic and social explanations of gender development; gender dysphoria.

**Addiction;** explanations and treatments.

2 hours (96 marks).











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