

Contents

Choosing Sixth Form Courses	2	Modern Languages: Edexcel Russian 9570	30
Academic Aims	4	Modern Languages: Mandarin, Japanese and Arabic	30
The A Level/Pre-U Programme	5	Music: Edexcel 9MU01	31
The International Baccalaureate Diploma	6	Music Technology: Edexcel 9MT01	32
Comparing Routes Through the Sixth Form	9	Philosophy and Theology Pre-U : Cambridge 9774	33
Making Your Subject Choices (A Timetable)	12	Physical Education: OCR H554	34
Subject Choice & Higher Education	13	Physics: OCR Specification B - Advancing Physics H559	35
A Level, Pre-U: Course Summaries			
Art & Design - Fine Art	14	International Baccalaureate: Course Summaries	
Biology: OCR H421	15	IB Language Policy	36
Business Studies: AQA 2131	16	Group 1: English	38
Chemistry: OCR 'A' H434	17	Group 2: Classical Greek	39
Classical Civilisation: OCR F388 and F390	18	Group 2: Classical Latin	40
Classical Greek: OCR F373 and F374	18	Group 2: Language B (French, Spanish, German, Russian)	41
Latin: OCR F363 and F364	19	Group 2: Italian ab initio	42
Design & Technology: Edexcel Product Design 9RM01 (Design & Technology is not offered in the IB Diploma)	20	Group 2: Mandarin ab initio	43
Drama & Theatre Studies: Edexcel 9113	21	Group 3: Economics	44
Economics: AQA 2141	21	Group 3: Geography	45
Extended Project (EP) - Level 3: Edexcel ZPJ3	22	Group 3: History	46
Critical Thinking	23	Group 3: Philosophy	47
Literature in English Pre-U: Cambridge 9765	24	Group 4: Biology	48
Geography: AQA 2030	24	Group 4: Chemistry	49
Government & Politics: Edexcel 9GP01	25	Group 4: Physics	50
History: AQA 2040/Edexcel 9H101	26	Group 5: Mathematics	51
History of Art: AQA 2250	27	Group 6: Music	52
Mathematics & Further Mathematics: OCR 7895 & OCR 7896	28	Group 6: Theatre Arts	53
Modern Languages: AQA French 2651; German 2661; Spanish 2696	29	Group 6: Visual Arts	54
		Environmental Systems & Societies SL (Trans-disciplinary Subject)	55

Choosing Sixth Form Courses

The Sixth Form should offer two excellent years and should act both as a fulfilling and enjoyable conclusion to your schooling and the gateway to a rewarding and fitting career at university and beyond. You now need to make some decisions which will determine your future academic path.

You will be offered a greater breadth of options than previous generations of Marlburians: you will also have to grapple with complexities with regard to new courses, changed specifications and unfamiliar qualifications.

The A level landscape has altered and will continue to evolve: many academic departments have begun teaching new specifications to this year's Lower Sixth. Two departments have adopted Pre-U courses. You will, of course, need to consider the IB Diploma Programme. All of these academic routes look to be exciting, demanding and fulfilling but your choice must be an informed and careful one: you must undertake thorough research and you should not rely upon assumption.

Think your ideas about University direction through: they may not be fully formed but you should not close off any path you might wish to take at a later stage. Use this booklet as a resource but also talk to beaks, fellow pupils and the H.E. and Careers Department.

It is, therefore, extremely important that you consider your subject choices with great care. If, for example, you choose to end your Science studies now it will be difficult to return to them later. You would be wise to take due counsel and to approach the process of making these decisions in an organised manner. Advice should be sought from your parents, Housemaster or Housemistress, Tutor, relevant Heads of Department, the Higher Education and Careers Department, present teachers and whomsoever you might feel to be helpful. The subject notes contained within this booklet aim to make your choices clear through giving you relevant information and you should read them carefully. At the same time, you should consider the following points:

- If you already have ambitions for Oxford or Cambridge, check with the H.E. and Careers Department that your choices are consistent with the course requirements.
- Many possible combinations are available, but if you wish to consider a particular university course or career in the future, ensure that you have chosen a combination which will enable you to do so. Again, consult the H.E. and Careers Department and also try to ensure that your aspirations for the future match your ability. Different courses have different requirements.
- Within reason you should study the subjects at which you are best and your present teachers can probably give you good advice here. Do not wait until your GCSE results arrive, make positive decisions in good time.
- When a decision is about to be finalised, you must feel happy about your choice and committed to it. Studying at sixth form level involves hard work and you must feel you have made a positive choice and not arrived at your selection by negative thinking.

- A level, Pre-U, and IB work also requires new techniques of study and will necessitate a change in your work habits. Preparation is less routine and regulated and you will have to learn to take greater responsibility for planning your work and to show initiative. To achieve your best results, you cannot afford to regard the Lower Sixth as a time for relaxation. It would be unwise to imagine that a poor Lower Sixth year can easily be redeemed later.
- Equally, there is nothing intrinsically difficult about sixth form courses providing you are organised and honest with yourself. You will be reading more, working systematically outside formal lessons and prep times, learning to use libraries more and developing an enquiring approach. Plenty of assistance will be available from your teachers.

Above all, you should recognise that you will not float to success and that significant hard work will be required if you are to fulfil your potential and develop the skills, habits and approaches which will serve you well both in the Upper School and beyond Marlborough. If you are ambitious to win a place at a good university then you will be expected to demonstrate a hunger for academic success and the willingness to make the most of the many opportunities available to you for intellectual and cultural exploration both within your personal curriculum and beyond it. Your reading should be exploratory and expansive. The coming two years should be demanding, rewarding and the most enjoyable of your school career.

A handwritten signature in black ink that reads "Nicholas Sampson". The signature is written in a cursive style with a long horizontal flourish at the end.

N A Sampson
Master

Academic Aims

We want our pupils to discover and develop their abilities and talents in the broadest sense.
We want our pupils to know, understand and appreciate:

- the origins and chronology of western and other cultures;
- the origins and development of Britain;
- the basic physical geography of the planet;
- the issues of the day;
- the lives of people outside Marlborough College and Great Britain;
- the processes of scientific method;
- the nature and importance of language;
- the basic principles of ethical theory;

We want our pupils to be able to:

- learn independently;
- interact confidently and respectfully with others;
- talk articulately and present information effectively;
- write accurately and effectively;
- make critical judgements;
- organise their time;
- take advice and learn from criticism;
- demonstrate their numeracy;
- use a language other than English competently;
- research effectively;
- make connections between subjects.

We want our pupils to experience and engage with:

- learning for its own sake;
- people with diverse backgrounds and experience;
- high expectations from all their teachers;
- collaborative endeavours;
- the idea of service;
- opportunities for reflection;
- a wide range of physical challenges;
- experience of both success and failure.

We want our pupils to be:

- compassionate and considerate;
- intellectually curious and interested in ideas;
- prepared for academic challenge;
- self-motivated, self-disciplined and independent;
- able to take the initiative;
- respectful of people from other times, backgrounds, beliefs and cultures;
- properly aware of their own strengths and weaknesses;
- properly ambitious and aspirational;
- open-minded.

The A Level/Pre-U Programme

Pupils deciding to follow a British curriculum in the Sixth Form will study the new pattern of qualifications introduced in England and Wales in September 2008. These include the Pre-U and Extended Project as well as new syllabuses for all A levels except Mathematics. Non-scientific subjects have reduced from six units of assessment to four and a new A* grade has been created.

The Pre-U

The Pre-U, devised by Cambridge University International Examinations, is a two-year course with terminal examinations similar in many ways to the traditional, pre-modular A level. It forms part of the national framework for qualifications and can be used like an A level for entry into university.

We offer two Pre-U courses: Literature in English and Philosophy and Theology, which replace the A levels in English Literature and Religious Studies. Details of these courses are included in this booklet and further information about the Pre-U qualification may be found at: www.cie.org.uk/qualifications

The Extended Project

The Extended Project (Edexcel) provides a structure for pupils who wish to engage in individual research. It involves a taught introduction to the principles of academic research and then guidance as pupils work towards an extended project and presentation.

Expectations for Marlborough Pupils

The College expects pupils to undertake post-16 courses which are demanding and of sufficient breadth to enable them to differentiate themselves in a competitive university admissions market. Pupils are encouraged to stretch themselves and to develop their abilities to the fullest. In subjects where learning is sequential, departments may use a modular A level examination pattern, entering candidates for examinations at the end of the Lower Sixth year; in others, like Modern Languages, where skills and knowledge develop throughout the course, all or most examinations will be taken in the summer of the Upper Sixth.

Whichever route is deemed most appropriate, pupils will continue their chosen courses for two years and any interim AS level units will not be certificated other than as part of the full A level.

The specification descriptions which follow briefly outline the subject content of each course and explain how this will be assessed in each paper or unit.

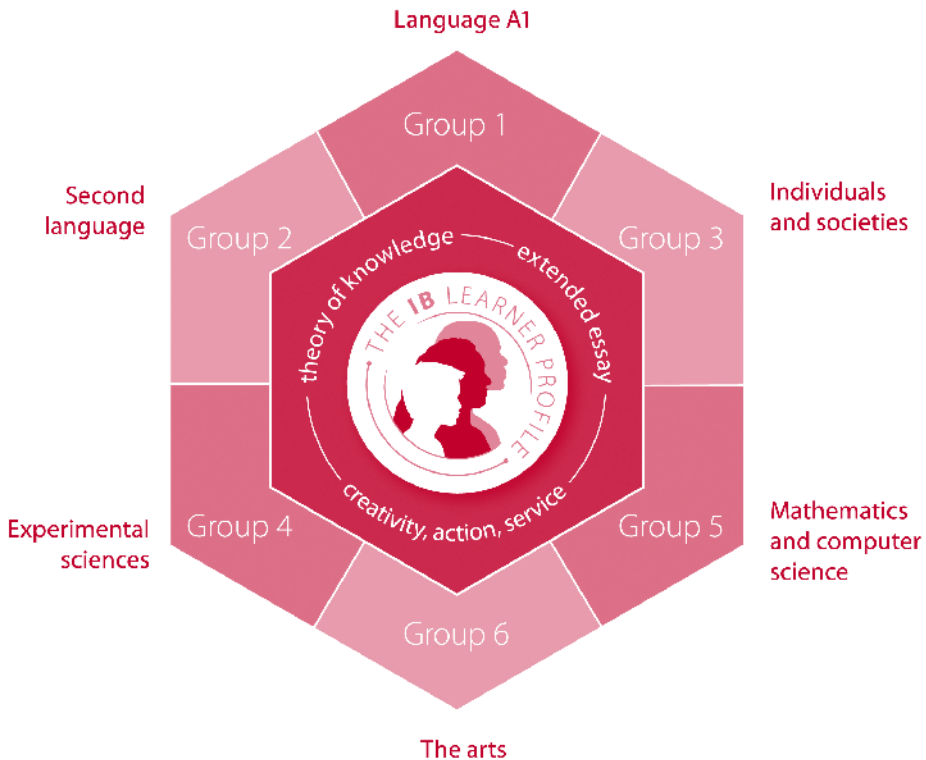
Please note that it is only possible to run courses, whether at A level/Pre-U or IB Diploma, if there are sufficient takers. The provision of courses described in this booklet represents the College's intentions at the time of publication and may be subject to change.

The International Baccalaureate Diploma

The International Baccalaureate is an internationally recognised qualification of high academic standing. It was originally launched in 1968 and now involves some 80,000 students studying in 125 countries. The IB Diploma is recognised by all UK universities and is highly regarded internationally. The IB is also highly attractive to employers, because of the variety of skills and attitudes which are fostered during the course of the programme. A range of exciting and challenging courses will be offered that will stretch the most able pupil, but which are well within the grasp of any student at Marlborough if they are prepared to commit to their studies.

The philosophy of the IB emphasises high academic standards. This mirrors the College's ambition to develop fully the potential of all its pupils, and to instil a love of learning for its own sake. Academic excellence is coupled with an emphasis on personal development. The IB supports the philosophy of a rounded education and the development of the whole person, rather than a narrow focus on the academic alone. To achieve this, students are encouraged to reflect upon both their academic subjects and their personal development. Students are required to demonstrate initiative, independence and organisation.

Pupils study six subjects, choosing one from each group of the hexagon (see below). Three subjects are studied at Higher Level and three at Standard Level. This allows pupils to gain a greater depth of knowledge in those subjects which particularly interest them, whilst still developing skills in their subsidiary subjects.



The International Baccalaureate Subject Groups:

	Higher Level	Standard Level
Group 1	English ²	English ²
Group 2	French German Spanish Greek Latin	French German Spanish Greek Latin Russian Mandarin ab initio Italian ab initio
Group 3	Economics Geography History Philosophy	Economics Geography History Philosophy Environmental Systems and Societies ¹
Group 4	Biology Chemistry Physics	Biology Chemistry Physics Environmental Systems and Societies ¹
Group 5	Mathematics HL	Mathematics SL Mathematics Studies
Group 6	Music Theatre Arts Visual Arts	Music Theatre Arts Visual Arts

Notes

- 1 Environmental Systems and Societies is a Trans-Disciplinary subject and can count as either a Group 3 or a Group 4 subject, or can be chosen to fulfil the need for both a Group 3 and Group 4 subject, thus freeing up an extra choice from one of the other Groups.*
- 2 The College might be able to offer alternative Language A2 courses for bilingual students. This will only be available after consultation with the Director of IB and the Head of Modern Languages. Please see the IB Language Policy, (p 36/37).*

All subjects are provisional at the time of publication and are dependent upon sufficient demand.

The International Baccalaureate Requirements:

In choosing their six subjects, pupils must take at least one subject from each of Groups 1-5 (see the table on page 7). They may then choose whether to take a subject from Group 6 or to take an additional subject in groups 2, 3 or 4 instead. This structure ensures breadth and balance, but also allows pupils considerable flexibility to specialise. In addition to these six subjects, pupils study three compulsory “core” elements:

The Theory of Knowledge (ToK) deals with how we know and asks pupils to examine critically ways of knowing and areas of knowledge. A focus upon self-reflection and an understanding of others are crucial elements of the IB philosophy.

Creativity, Action, Service (CAS): pupils are expected to complete 150 hours of CAS activities over the course of the two years of the Diploma Programme. They are encouraged to explore a range of activities and emphasis is thereby placed upon the education of caring, well-rounded students.

The Extended Essay: pupils undertake an independent piece of personal research into a topic of their choice. The extended essay offers pupils valuable preparation for university study. This essay is 4,000 words long.

Comparing Routes Through the Sixth Form

How many subjects do you have to choose?

- A level** All Lower Sixth pupils are expected to study four AS courses. Most pupils will continue these to A2 level. However, pupils may wish to substitute alternative AS qualifications in their Upper Sixth year.
- IB** Pupils choose three subjects at Higher Level (HL) and three subjects at Standard Level (SL). One subject must be taken from each of Groups 1-5, with either a second subject from Groups 2-4 or one from Group 6.

How is the course examined?

- A level** In subjects where learning is sequential, departments may retain their current modular A level examination pattern, entering candidates for examinations at the end of the Lower Sixth year. In others, where skills and knowledge develop throughout the course, all, or most, examinations will be taken in the summer of the Upper Sixth.
- IB** All subjects are examined at the end of the Upper Sixth year (May). All subjects have a coursework element.

How are the examinations graded?

- A level** A levels are graded from A* to E with N and U as a fail.
- Pre-U** Pre-U courses are graded using a Distinction, Merit, Pass scale, with the lowest passing grade being equivalent in standard to a grade E at A level.
- IB** Each subject, at both Higher and Standard Level, is awarded a mark out of seven points with four points representing a pass. Up to three additional points are awarded for the Core. Pupils receive a mark out of 45.

How are the examinations certificated?

- A level** Each A level receives separate certification. If any examinations are taken at the end of the Lower Sixth these will not be certificated until the end of the Upper Sixth year.
- IB** A Diploma is awarded for the programme as a whole, specifying the points awarded for each part of the programme. The maximum points score is 45 and at least 24 points are required to be awarded a Diploma. Scores beneath 24 points will receive a Certificate.
- EP** This is to A level standard but may be taken in AS year and certified up to A*.

How do A level and Pre-U compare in difficulty with the IB?

Generally speaking, Standard Levels place fewer demands than AS on a student, and IB Higher Level goes into less detail than A2. However, the style of questioning, particularly at Higher Level, means that the conceptual demands are broadly similar.

Will either programme require more work than the other?

Both programmes will receive roughly the same allocation of time in class and for prep.

However, by virtue of the requirement to continue studying six subjects rather than four, the IB probably makes greater demands on pupils' organisational ability and time-management than the A level/Pre-U curriculum.

Will there be opportunities for extra-curricular activities?

The College prides itself on the levels of participation in extra-curricular activities and the advent of a new Sixth Form curriculum will not affect this.

However, in the IB, because the Creativity, Action and Service component (CAS) is an integral of the Diploma, students will gain credit for their involvement in areas outside the classroom.

How do universities regard each type of qualification?

Universities regularly make offers to students studying both routes. They respect A Level for its depth of specialisation, but regard the breadth of the IB equally positively. UCAS and individual universities now provide clear indications as to the entry requirements for IB and AS/A2 in all of their publications.

What kind of performance is required to satisfy the entrance requirements for a competitive course at one of the better universities?

- | | |
|-----------------------|--|
| <i>A level</i> | Typically, students will be asked for BBB to AAA for A level subjects. Oxbridge offers are typically AAA and Cambridge may also ask for success in their own STEP papers. |
| <i>IB</i> | Offers for IB students will generally begin at 32 points, rising to reflect the more competitive nature of the courses. Oxbridge offers will tend to be 39 or 40 points, often with stipulations of a particular performance at Higher Level (such as a 7 in the course which is to be studied.) |
| <i>Pre-U</i> | For candidates with Pre-U qualifications, the likely combination of offers will be to ask for D2/D3 where universities typically ask for an A grade. |

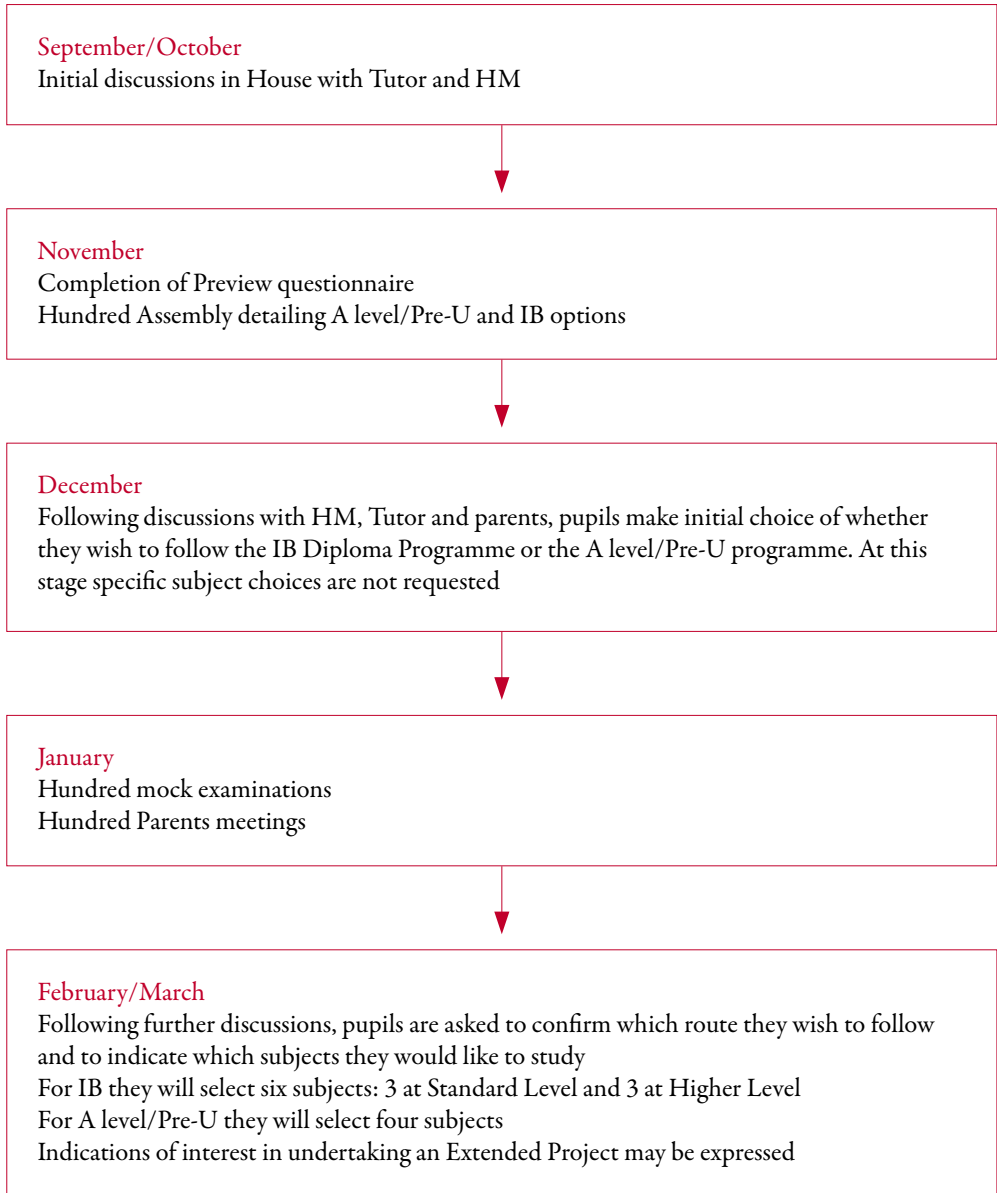
Do universities have any specific preferences concerning, for example, Mathematics or Medicine?

Universities will accept students following either route. Specific A levels and Higher Levels will always be demanded for certain subjects. Certain courses at more competitive universities may set additional demands such as STEP papers. Equally, for some science-based courses at Cambridge, a preference has been expressed for A level.

However, IB candidates are successful at gaining places on these courses and no evidence is available to suggest that they struggle once they arrive at university. Indeed, universities recognise that the fall-out rate from university students who have taken the IB is remarkably low by comparison with A level.

Making Your Subject Choices (A Timetable)

The following chart is intended to serve as an outline of the key dates during the Hundred year.



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. Any combination of IB Diploma or A level/Pre-U choices 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 Preview 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, particularly via the narrower A level/Pre-U route, bear in mind the following:

- 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.
- For many people, studying one subject with a different learning style from the others can make it easier to work on all of them.
- 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.
- 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 leaflet.
- 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 The Higher Education and Careers Department.

Art & Design - Fine Art

The Art School offers the following OCR Art and Design AS/A level GCE.

OCR	AS Art and Design (Fine Art)	:	H 161
	A2 Art and Design (Fine Art)	:	H 561

Throughout this course, candidates are expected to: work from direct observation from primary sources; document and record via sketches, photographs and notes from secondary sources; produce their own explanatory sheets using a range of materials and processes; develop preparatory work into a finished piece or pieces through an appropriate medium, process or technique; contextualise own work with reference to other relevant artists. The course will enable students to explore a range of media, or specialism, e.g.: painting, drawing, printmaking, mixed media, lens-based media, drawing, sculpture. All work is internally marked by the Centre and moderated by an external examiner.

Topics to be studied:

UNIT 1

Coursework portfolio (30%) - Contains work from starting points determined by the teaching staff. The focus is on exploration, research and the acquisition of skills. Specific reference to the work of relevant artists is included in this body of work by means of an annotated workbook.

UNIT 2

Controlled assignment (20%) - Candidates select one starting point from a paper issued by OCR. Candidates have a minimum of 3 weeks' preparation time, then 5 hours to produce a realisation/ outcome.

UNIT 3

Personal Investigation (30%) - One body of work which has a personal significance. The Investigation includes a related study that must be between 1,000-3,000 words.

UNIT 4

Controlled Assignment (20%) - Candidates select one starting point from a paper issued by OCR. Candidates have a minimum of 3 weeks' preparation time, then 15 hours to produce a final outcome.

Biology: OCR H421

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. 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. The A level Biology course follows the modular OCR specification, with Units 1 to 3 taken at the end of the Lower Sixth year.

Topics to be studied:

UNIT 1

Cells, Exchange and Transport (15%) - Cell structure, division, diversity & organisation; cell membranes; exchange surfaces & breathing; transport in animals and plants.

UNIT 2

Molecules, Biodiversity, Food and Health (25%) - Biological molecules; diet and food production; health and disease; biodiversity, classification and evolution.

UNIT 3

Practical skills in Biology (10%) - Coursework. Practical skills are developed throughout the Lower Sixth and assessed by short tasks undertaken at intervals, during lesson time.

UNIT 4

Communication, Homeostasis and Energy (15%) - Communication; nerves and hormones; excretion; energy and organisms; photosynthesis and respiration.

UNIT 5

Control, Genomes and Environment (25%) - Gene expression, meiosis & variation; cloning; biotechnology, genomes & gene technologies; populations & sustainability; responding to the environment; animal behaviour.

UNIT 6

Practical Skills in Biology 2 (10%) - Coursework. This is similar to Unit 3, but in the context of units 4 and 5.

Business Studies: AQA 2131

The new specification has been designed to provide pupils with a critical understanding of the following:

- the internal functions of contemporary business organisations of all types;
- the dynamic external environment within which businesses operate and the effects this can have on decision making;
- major topical issues that can generate change for businesses and the ways in which businesses respond;
- the range of stakeholder perspectives that can be taken on business activities.

The AS examinations, (Units 1 and 2), will be taken at the end of the Lower Sixth year.

The AS examinations may be retaken in the January or June of the Upper Sixth year.

The A2 examinations, (Units 3 and 4), will be taken at the end of the Upper Sixth year.

Topics to be studied:

AS examinations

UNIT 1

Planning & Financing a Business (20%) - 1¼ hours. Short answer and extended response questions based on an unseen mini case study

Starting a business, developing business plans, market research and understanding markets. Legal structure and sources of finance. Financial planning, calculating costs, revenues and profit, using break-even analysis, cash flow forecasting, setting budgets and assessing business start-ups.

UNIT 2

Managing a Business (30%) - 1½ hours. Extended response questions based on an unseen mini case study

Finance: using budgets, improving cash flow, increasing profit, return on capital. Organisational structures, workforce planning and motivating employees. Operational decisions, targets, capacity utilisation, quality, customer service. Marketing: niche, mass, an effective marketing mix, product portfolio analysis.

A2 examinations

UNIT 3

Strategies for Success (25%) - 1¾ hours. Extended answers based on an unseen case study

Functional objectives and strategies. Balance sheets, income statements, ratios and investment appraisal. Marketing strategies, objectives, strategy, analysis and marketing plans. Operational strategies, scale, innovation, lean production and critical path analysis. Human resource strategies, competitive structures, employer/ee relations.

UNIT 4

The Business Environment and Managing Change (25%) - 1¼ hours. Section 1: a pre-release research task and data response question. Section 2: an essay question

Corporate aims and objectives, assessing changes in the business environment. The relationship between businesses and the political, legal, social, technological and competitive environment. Managing change: changing size, planning for change, leadership style, making strategic decisions.

Chemistry: OCR A' H434

The course comprises six units, three of which are examined at the end of the first year and three at the end of the second year. One unit each year is devoted to the assessment of laboratory practical skills. Written examinations are taken in June of both the first and second year. A number of students benefit from re-sitting one or more units. Re-sits take place in January and June of the upper sixth year.

Topics to be studied:

UNIT 1

Atoms, Bonds & Groups (15%) - A 1 hour written paper. Topics include: Atoms and Reactions; Electrons, Bonding and Structure; The Periodic Table.

UNIT 2

Chains, Energy & Resources (25%) - A 1 hr 45 min. written paper. Topics include: Basic Concepts and Hydrocarbons; Alcohols, Halogenoalkanes and Spectral Analysis; Energy; Resources.

UNIT 3

Practical Skills in Chemistry 1 (10%) - Up to 9 internally assessed and externally moderated assignments taken in the L6. Pupils will be assessed in Qualitative, Quantitative and Evaluative Tasks, with the best mark from each class of task being taken.

UNIT 4

Rings, Polymers & Analysis (15%) - A 1 hr written paper. Topics include: Cyclic Compounds, Acids and Amines; Polymers and Synthesis; Further Chemical and Spectral Analysis.

UNIT 5

Equilibria, Energetics & Elements (25%) - A 1 hr 45 min written paper. Topics include: Rates of Reaction, Equilibrium and pH; Energy; Transition Elements.

UNIT 6

Practical Skills in Chemistry 2 (10%) - Up to 9 internally assessed and externally moderated assignments taken in the U6. Students will be assessed in more advanced Qualitative, Quantitative and Evaluative Tasks, with the best mark from each class of task being taken.

Classical Civilisation: OCR F388 and F390

The aim of this course is to study some of the outstanding achievements of Greek and Roman civilisation in literature and art. Epic Poetry (Homer and Virgil) and Greek Tragedy (the plays of Aeschylus, Sophocles and Euripides) are read in translation. Students also study sculpture, vase painting and architecture from the Archaic and Classical periods (600 to 350 BC).

Topics to be studied:

UNIT 1 (CC2)

Homer's Odyssey and Society (25%) - Homer's Odyssey with special reference to books 4-12, 18-22.

UNIT 2 (CC4)

Greek Tragedy in its Context (25%) - Aeschylus Agamemnon, Sophocles Oedipus the King, Euripides Medea and Bacchae.

UNIT 3 (CC8)

Art and Architecture in the Greek World (25%) - Free-standing sculpture, architectural sculpture, vase painting and temple architecture.

UNIT 4 (CC10)

Virgil and the World of the Hero (25%) - Virgil Aeneid and Homer Iliad (with special reference to books 6, 9, 18, 22, 24).

Classical Greek: OCR F373 and F374

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

Classical Greek Language (25%) - (a) Unseen translation of Greek prose; and (b) either unseen translation of Greek prose or five sentences from English into Greek.

UNIT 2

Classical Greek Verse and Prose Literature (25%) - Comprehension and appreciation of prescribed texts, including a short essay. Prose author: Lysias Against Eratosthenes 1-36. Verse author: Homer Iliad 16.632-861.

UNIT 3

Classical Greek Verse (25%) - Commentary and essay on prescribed verse author; unseen translation and comprehension of Greek verse. Prescribed author: Euripides Hippolytus (selections).

UNIT 4

Classical Greek Prose (25%) - Commentary and essay on prescribed prose author. Unseen translation and comprehension of Greek prose. Prescribed author: Thucydides Bk VII.75-86.

Latin: OCR F363 and F364

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 set texts will be chosen from the central areas of Roman literature, including the poets Catullus, Virgil, Horace and Ovid and the prose writers Cicero, Livy, Seneca and Tacitus.

Topics to be studied:

UNIT 1

Latin Language (25%) - (a) Unseen translation of Latin prose; and (b) either unseen translation of Latin prose or five sentences from English into Latin.

UNIT 2

Latin Verse and Prose Literature (25%) - Comprehension and appreciation of prescribed texts, including a short essay. Verse author: Ovid Metamorphoses VIII.6-121,125-235. Prose author: Cicero In Catilinam I.1-19.

UNIT 3

Latin Verse (25%) - Commentary and essay on prescribed verse author. Unseen translation and comprehension of Latin verse. Prescribed author: Virgil Aeneid I (selections).

UNIT 4

Latin Prose (25%) - Commentary and essay on prescribed prose author. Unseen translation and comprehension of Greek prose. Prescribed author: Tacitus Annals XIV.1-16.

Design & Technology: Edexcel Product

Design 9RM01 (Design & Technology is not offered in the IB Diploma)

This course provides a logical progression for pupils who have followed a GCSE course in Design Technology and is of direct relevance to students 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 commerce and manufacture, without wishing to target a career within the design world.

A 'hands on' approach to learning characterises the course and, to be successful, pupils must enjoy working in this manner. Projects play a key role with a balance between design activity and product manufacture needing to be maintained.

Topics to be studied:

UNIT 1

Portfolio of Creative Skills (30%) - Coursework. Students submit a portfolio of evidence that comprises three distinct elements of design activity: a product analysis task, a product design challenge and a manufacturing assignment.

UNIT 2

Design and Technology in Practice (20%) - Candidates are assessed on their knowledge of materials and manufacturing processes, commercial production techniques and the relative benefits of Computer Aided Design and Manufacture.

UNIT 3

Designing for the Future (20%) - This unit places greater focus on contemporary design issues and the use of smart materials in design activity. The designer's responsibility towards the environment is studied alongside issues concerning sustainability.

UNIT 4

Commercial Design (30%) - Coursework. In this unit students are given the opportunity to apply the skills they have acquired and developed throughout the course to design and make a product of their choice. This product must comply with the requirements of a design brief that is set in conjunction with an external client.

Drama & Theatre Studies: Edexcel 9113

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. In the U6th, pupils apply what they have learned to their own creative work. In devising theatre, students alternate roles between being playwright, performer, designer and director both in an academic and practical arena.

Topics to be studied:

UNIT 1

Exploration of Drama and Theatre (20%) - Pupils explore and analyse the content of theatrical plays in the context of performance. Two contrasting play texts are studied. Assessment (internal) consists of practical engagement and written exploration.

UNIT 2

Theatre Text in Performance (30%) - Knowledge and understanding gained during Unit 1 can now be applied with a view to delivering a performance to an audience. Pupils offer either a monologue or duologue and also contribute to a performance of a substantial play. Students may offer either acting or a design form and must also provide a concept of the interpretation of their chosen roles or designs. Assessment is external.

UNIT 3

Exploration of Dramatic Performance (20%) - This unit requires the creation of a unique and original piece of theatre. Students will be assessed on both the process of creation and the finished product in the form of a performance to a public audience. Written evidence will be required reflecting the research and development work in the form of a devising portfolio.

UNIT 4

Theatre Text in Context (30%) - This externally assessed written unit requires the detailed study of one set play text and one prescribed historical period of theatrical development. Production concepts are tested and an evaluation of live performance is required.

Economics: AQA 2141

Economics studies society and the relationships of individuals within it and deals, particularly, with the concept of scarcity and the problem of resource allocation. The AQA A level course involves the formulation of theory, and relates it to real-world examples. It is divided into microeconomic and macroeconomic sections, looking both at economic behaviour in the markets that make up the economy as well as how the economy works as a whole.

Topics to be studied:

UNIT 1

Microeconomics - Markets and Market Failure (25%) - The nature and purpose of economic activity, economic resources, scarcity, choice and the allocation of resources.

UNIT 2

Macroeconomics - The National Economy (25%) - Objectives and instruments of government macroeconomic policy. Trends in these objectives in the United Kingdom economy. Introduction to the main macroeconomic indicators.

UNIT 3

Business Economics and the Distribution of Income (25%) - Theory of the Firm. Cost analysis. Economies and diseconomies of scale. Marginal analysis. Competition Policy and theory. The nature of market power, behaviour and structure. Labour Markets.

UNIT 4

The National and International Economy (25%) - Government economic policies. Recent developments in the U.K. economy. International trade. Global and European Union (EU) contexts. Example: the impact of China's recent industrial development.

Extended Project (EP) - Level 3: Edexcel ZPJ3

The EP is a new academic qualification (piloted successfully at Marlborough in 2008) and offers the chance for Post-16 pupil in-depth research in any subject 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. (Tutor availability may restrict project titles.) 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 also provides a logical progression for any who have studied the Astronomy GCSE or as a motivational project in areas not covered in the curriculum such as Medicine, 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: 5,000 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:

Artefact: 3,500 work 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.

Critical Thinking

Critical Thinking is a skill- rather than knowledge-based subject. It requires no more than basic general knowledge and an inquiring mind. The main emphasis of the course is to develop and hone skills that will enable students to reflect more effectively and ambitiously upon their own and others' reasoning. Critical Thinking complements other studies across the curriculum as well as preparing students for the academic and intellectual demands of higher education. Critical Thinking has a particular affinity to Oxbridge Thinking Skills' Assessment and other reasoning-based assessments used by universities to assess candidates' aptitudes for particular courses (such as Law and History).

The course is designed to introduce students to the subject of Critical Thinking. The main focus is upon developing the skills of analysis and evaluation, as well as assisting students to produce and communicate relevant, strong and coherent arguments of their own. Assessment is undertaken in a variety of ways: multiple-choice questions, response to source documents and essay-style longer answers.

Candidates will be encouraged to:

- Analyse and evaluate their own beliefs/knowledge claims, and those of others, in a variety of contexts
- Interpret and evaluate different kinds of reasoning
- Recognise and evaluate bad reasoning, such as assumptions and logical flaws, and counter it with cogent responses
- Evaluate evidence and understand what can safely be inferred from information or evidence
- Use a variety of information and data to draw conclusions and construct reasoned, lucid arguments.

Literature in English Pre-U: Cambridge 9765

The two year course begins with a two-term programme of induction, during which pupils will be introduced to key writers, literary concepts, genres, forms, styles, terminology and historical movements. A Shakespeare play, Chaucerian tale and Creative Writing will be compulsory elements of this challenging, introductory phase which is designed to broaden reading and experience of literary ideas. In the third term of the course, pupils will embark on the examined course as outlined below:

UNIT 1

Poetry and Prose (25%) - Written paper externally set and marked. Candidates answer two essay questions, each on a different text, one poetry and one prose.

UNIT 2

Drama (25%) - Written paper externally set and marked. Candidates answer two questions, one of which will be on a Shakespeare play.

UNIT 3

Comment and Analysis (Unseen) (25%) - Written paper externally set and marked. Practical criticism; candidates answer two questions each requiring a response to a previously unseen passage.

UNIT 4

Personal Investigation (25%) - Externally assessed coursework. One essay of between 3,000 to 3,500 words will be required; the title and scope of the essay must be individual to the candidate.

Geography: AQA 2030

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 and imagination.

Topics to be studied:

UNIT 1

Physical and Human Geography (35%) - Population change: dynamics, migration and management at national and local levels. Energy Issues: geopolitics, environment, sustainability, conservation. Fluvial environments: floods and management. Coastal environments: change and management.

UNIT 2

Geographical Skills (15%) - Data response, skills based and fieldwork enquiry based questions on Unit 1 topics and a group fieldwork exercise.

UNIT 3

Contemporary Issues (30%) - Structured paper with one extended essay. Development and globalisation: a global update on Tiger economies such as India and China, the importance of the European Union, the role of transnational corporations and the debates on 'economics vs. environment' and 'trade vs. aid'. Tectonic hazards: understanding and managing volcanoes, earthquakes and tsunamis. Ecosystems: understanding issues of change, challenge, biodiversity and sustainability, particularly applied to selected British and tropical ecosystems.

UNIT 4

Geography Issue Evaluation (20%) - Candidates answer a range of questions based on an Information Booklet released two months before the examination.

Geography Fieldwork Enquiry (20%) - Candidates answer a range of questions based on fieldwork studies with an emphasis on one fieldwork assignment. The best of the two marks counts towards the A level.

Government & Politics: Edexcel 9GP01

The aims of this course are to develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes, and to acquire a knowledge and understanding of the structures of authority and power within the political system of the United Kingdom. It will give students a clear appreciation of the theories, motives and values that underpin government thinking and action, and an empathetic understanding of the main political viewpoints. In units 1 and 2 the focus is on the British political system, while in units 3 and 4 political ideas and global issues form the main content. The course is suited to those who enjoy current affairs, read newspapers, and have an interest in the ideas behind the headlines.

Topics to be studied:

UNIT 1 (25%)

This Unit introduces students to the key channels of communication between government and the people. It encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation. It includes: democracy and political participation; party policies and ideas; elections; pressure groups.

UNIT 2 (25%)

This unit introduces students to the major governmental processes within the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions, and of the relationship amongst them in the context of multi-level governance. It includes: the constitution; parliament; Prime Minister and cabinet; judges and civil liberties.

UNIT 3 (25%)

This unit introduces students to the subject of political ideology and examines the major ideas of liberalism, conservatism, socialism and anarchism.

UNIT 4 (25%)

This unit examines key issues in recent global politics and how these issues are dealt with at global level. These include: conflict, war and terrorism; poverty and development; environmental issues; human rights.

History: AQA 2040/Edexcel 9H101

Pupils explore selected periods and the significance of events, individuals, issues and societies in the past. Analysis, evaluation and an appreciation of the nature of historical evidence form essential parts of this process; pupils will consider the way in which the past has been variously interpreted and represented by historians. The course will suit those who enjoy investigation and discussion of the past. History GCSE is not a prerequisite, but is usual and helpful. The topics below represent current planning, but are not set in stone. The Medieval set will use the AQA board, all others will use Edexcel.

	Medieval	Early Modern	Revolutionary	Modern
UNIT 1 (25%)	The Crusading Movement and the Latin East, 1095-1204.	Anglo-French Rivalry: Henry V and Henry VI, 1413-53 and The Wars of the Roses in England, 1455-85.	The Origins of the British Empire, c1680-1763 and Relations with the American Colonies and the War of Independence, c1740-89.	Britain and the Scramble for Africa, c1875-1914 and Retreat from Empire: Decolonisation in Africa, c1957-81.
UNIT 2 (25%)	Conqueror and Conquest, c.1060-1067.	Authority, Nation and Religion, 1509-40.	Britain, 1830-85: Representation and Reform.	Britain, 1830-85: Representation and Reform.
UNIT 3 (30%)	The Angevin Kings of England: British Monarchy, 1154-1216.	Protest, Crisis and Rebellion in England, 1536-88.	France, 1786-1830: Revolution, Empire and Restoration.	A World Divided: Superpower Relations, 1944-90.
UNIT 4 (20%)	Choice of a historical investigation.	The Golden Age of Spain, 1474-1598.	Monarchy Limited? Britain 1603 - 1707.	The Changing Nature of Warfare, c1845-1991.

History of Art: AQA 2250

The aim of the course is to make the student aware of the History of Art as an exciting academic discipline, discovering the materials, styles and techniques of artists and also setting art and architecture in an historical perspective. In this context the course also covers social, religious, political and cultural history in addition to visual analysis of the works themselves. This course will suit a pupil who has an interest in history and who likes using their eyes critically in observing works of art. Wide reading and personal research will be required to inform essay writing. Artistic skills are not a prerequisite nor is it essential that pupils have studied History at GCSE.

Topics to be studied:

UNIT 1 (20%)

The unit contains questions based on photographs of identified works of art in three categories: painting, sculpture and architecture. In each category one photograph is provided and candidates must answer all three questions. Examples will be drawn from 500 BC - AD 2000.

UNIT 2 (30%)

In this unit pupils will study particular themes, such as patronage, form and style, historical and social contexts, and materials, techniques and processes during the period 1800 - 1900 AD.

UNIT 3 (25%)

Art and Architecture in Fifteenth-Century Europe - The focus will be upon the Florentine Renaissance, but comparisons will also be drawn with works from the rest of Italy and northern Europe. The examination consists of four synoptic questions of which candidates are required to answer two questions.

or

Art and Architecture in Seventeenth-Century Europe - This unit will concentrate on Art and Architecture of the Seventeenth-Century, an era sometimes referred to as the Baroque. Among the famous artists of this period are Caravaggio, Rubens, Rembrandt, Bernini and Vermeer. Students will study how these figures and others shaped the visual culture of Italy, France and the Low Countries in a period of enormous social, intellectual and political change.

UNIT 4 (25%)

The Art and Architecture of Europe and the United States of America 1900 to 1945 - This unit will require candidates to have knowledge of how formal features, materials and techniques, subject matter in art, and function in architecture, contribute to the understanding and interpretation of specific works produced between 1900 and 1945.

Mathematics & Further Mathematics: OCR 7895 & OCR 7896

The Department continues to follow the MEI Structured Mathematics course. In Mathematics the 6 units, AS and A2 structure remains.

Candidates are required to study two Pure Mathematics units and one Applied unit (Statistics) in their first year and a further two Pure Mathematics units and one Applied unit (Mechanics) to complete their A level. However, that is where the simplicity ends as the pace of movement through the course and the options available can vary considerably. For, example, while the standard A level course consists of 6 units, this year we have pupils studying 3, 4, 6, 7 or 8 units in the Lower Sixth alone. Each unit is examined by a paper lasting 1 hour 30 minutes in addition to any coursework. The only exception is the fourth Pure Mathematics unit (C4) which has an additional Comprehension Paper of up to 1 hour. A standard A level student studies one unit that includes coursework (20%).

All pupils will use IT (spreadsheets and graphical calculators) during the course.

Mathematics is unique in having a second A level and more sitting above the standard one and this leads to the multitude of options available in the MEI Scheme. This offers 21 units in all and allows pupils who go beyond the standard A level often to build up highly individual unit profiles.

Why study beyond six units?

1. At very competitive universities it is often expected that those applying for courses in Mathematics, Physics, Engineering, Economics, etc. will have taken the opportunity to study as much Mathematics as possible and failure to do so can result in rejection.
2. The other reason is really the better one: for interest and challenge.
3. In recent times one set a year has been entered for 15 units and these pupils have therefore gained two-and-a-half A levels in Mathematics.

Double subject sets are those who also choose Further Mathematics in block 5. New entrants and late developers who opt for this route will receive additional lessons to accelerate them to the required standard.

Modern Languages: AQA French 2651; German 2661; Spanish 2696

Modern Languages at A level offers an exciting intellectual challenge and the chance to acquire skills of great practical value. The spoken word is given prominence in the classroom and in the examination. The language and culture of the foreign country are studied through topic areas that are studied via authentic contemporary material, literary texts and film, and from satellite TV and multi-media resources. Sixth Form exchanges with partner schools abroad exist in all languages. The department employs a linear assessment with no public examinations in the Lower Sixth which gives greater opportunity for the learning of language, cultural enrichment and travel to the country concerned.

Italian and Mandarin will only be available in the IB Diploma curriculum. It may be possible for a pupil following the A level/Pre-U curriculum to join an IB set and work towards a stand-alone IB Diploma Certificate in one of these languages. Please refer to the IB course descriptions for details of the levels available. Russian A level (p.41) will be co-taught with IB.

Topics to be studied:

UNIT 1:

Listening, Reading and Writing (35%) - Students answer a range of questions based on approximately 5 minutes of heard material and on a selection of written texts. They also respond in writing to a question based on one of three topics.

UNIT 2

Speaking Test (15%) - Taken in January of the U6th. Pupils discuss a stimulus card based on one of three topics and take part in a conversation covering three further topics.

UNIT 3

Listening, Reading and Writing (35%) - Students answer a range of questions based on approximately six minutes of heard material and on a selection of written texts. They also respond in writing (maximum 250 words) to a question based on one of four cultural topic areas (a region or community, period of history, author, artist, poet or dramatist). Two questions are set on each of the areas.

UNIT 4

Speaking Test (15%) - Students present a point of view based on a stimulus card from one of the set topic areas and take part in a conversation based on two further cultural topics (see Unit 3) they have studied.

Modern Languages: Edexcel Russian 9570

Topics to be studied:

UNIT 1

Speaking (15%) - 8 - 10 mins. Pupils have 15 mins to read a text and prepare answers on it. The second part (4 mins) is a conversation that moves on from the specific content to more general themes but still within the same topic area.

UNIT 2

Listening, Reading and Writing (35%) - 2 ½ hours. Pupils provide answers to spoken and heard Russian. They must also write 150-165 words in the form of a letter, report or article.

UNIT 3

Speaking (15%) - 11 - 13 mins. Pupils must take a definite stance on any issue of their choosing and outline it in 1 min. They will then need to defend this view before moving on to discuss two other topic areas.

UNIT 4

Translation, and Two Essays (35%) - 2 ½ hours. Pupils will translate a short passage of English into Russian. They must then write a 180-200 word essay (from a choice of seven) either in a creative or discursive style. The second essay is a Research essay of 180-200 words. Pupils will write an essay on one of the following: a Geographical area, Historical study, Aspects of modern society or Literature and the arts.

Modern Languages: Mandarin, Japanese and Arabic

Students following the A level/Pre-U curriculum can take a beginners' course in Mandarin, co-taught with IB ab initio students, leading either to the Marlborough Certificate in Chinese after one year or GCSE after two years. Japanese and Arabic can also be taken up, leading to Asset Language certificates in Arabic after one or two years, and to GCSE in Japanese after two years.

Music: Edexcel 9MU01

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 student. Candidates may use IT during the course.

Topics to be studied:

UNIT 1

Performing Music (15%) - Coursework. Candidates perform 5 - 6 minutes of music (minimum level grade 5) as a soloist or a member of a group.

UNIT 2

Composition (15%) - Coursework. Candidates create a 3-minute piece in response to a chosen brief. A CD note is also required to describe aspects of their composition.

UNIT 3

Developing musical understanding (20%) - Examination requiring an exploration of musical styles, both in analysis & listening tests, and an understanding of harmony & line.

UNIT 4

Performing music (15%) - Coursework. Candidates perform 12 - 15 minutes of music (minimum level Grade 6). Internally assessed and externally moderated.

UNIT 5

Composition and technical study (15%) - Coursework. A 3-minute composition to a set brief and a technical study, or two technical studies building on knowledge and awareness of harmony.

UNIT 6

Developing musical understanding (20%) - Synoptic examination; questions on set works from an anthology and on unknown extracts: musical features and historical context.

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:

UNIT 1

Music Technology Portfolio 1 (32%) - Coursework developed from stimulus material and produced under controlled conditions; submitted as a single audio CD in May of the L6th year.

1A: sequenced Realised Performance (20 hours). 1B: multi-track Recording (20 hours).

1C: creative Sequenced Arrangement (20 hours). Logbook.

UNIT 2

Listening and Analysing (18%) - A listening examination, externally assessed, taken in the summer of the U6th. 2A: aural perception of musical characteristics and features of given extracts, including relevant technological issues. 2B: based upon set styles, such as: Rock and Roll; Rap and Hip-hop; Reggae. Heavy rock; Soul; Indie rock; Punk and new wave and Club dance.

UNIT 3

Music Technology Portfolio 2 (28%) - Coursework completed from briefs and topics supplied, produced under controlled conditions at any point in the U6th and submitted as a single audio CD in May. 3A: sequenced Integrated Performance (20 hours). 3B: multi-track recording (20 hours). 3C: composing using Music Technology (20 hours).

UNIT 4

Analysing and Producing (22%) - A 2 hour examination, taken at a music technology workstation. 4A tests pupils' musical understanding, their ability to manipulate and correct recorded music and their ability to write commentaries on technological processes. 4B: a practical task involving the production of a balanced stereo mix. A CD will be burned at the conclusion of the exam and will be submitted for external assessment, together with the completed answer booklet.

Philosophy and Theology Pre-U: Cambridge 9774

The Philosophy and Theology course is intended to allow students to think rigorously about fundamental questions of truth and human understanding. It is also intended to introduce students to the academic study of both Philosophy and Theology. This will be undertaken by having a compulsory paper which introduces the common elements of these two disciplines. Optional papers will then allow students to investigate a range of philosophical and/or theological questions. Through an exploration of these issues, together with a detailed study of some of the texts which have influenced the western intellectual heritage, students 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. All the exams are taken at the end of the two-year course. 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

Foundation (30%) - Topics to be studied include the philosophical debate between rationalism and empiricism, the question whether there is anything objective in ethical judgements, and theological discussion of free will and the problem of evil.

UNIT 2

Topics in Philosophy and Theology (50%) - Candidates answer three essay questions, chosen from two of the topics. Questions will invite the development of a sustained argument. The options will include such topics as Ethics, New Testament Studies and Philosophy of Religion.

UNIT 3

Set texts (20%) - The texts to be studied will be closely related to the topics selected for Unit 2. For instance, someone studying Ethics will read selected sections from John Stuart Mill and Jean-Paul Sartre.

Physical Education: OCR H554

The A level course is extremely varied; it is academically challenging but there is a strong practical emphasis. The course aims to develop the students' knowledge and understanding of: anatomy and physiology, motor skill development, socio-cultural aspects, historical concepts, sport in Australia and the USA, biomechanics and the psychological aspects of sport. There are options which help students to focus on areas that provide greater interest for them. The application of the knowledge gained will help lead to an improvement in the effectiveness and efficiency of the students' performance in roles such as performer, coach and official. Students 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 (30%)

Anatomy & Physiology: Skeletal and muscular systems, cardiovascular and respiratory systems in relation to the performance of physical activity. **Acquiring Movement Skills:** Information processing, development of motor skills, learning skills in physical activity. **Socio-Cultural Studies:** Sport and culture (USA/Australia), Olympic Games, performance-enhancing drugs and violence in sport.

UNIT 2 (20%)

Acquiring, developing and evaluating practical skills in Physical Education - Coursework. Performance (2 practical activities); evaluating and planning the improvement of performance.

UNIT 3 (35%)

Candidates study three topics from two sections. **Section A: Socio-Cultural.** Historical Studies. **Section B: Scientific Options.** Exercise and Sport Physiology; Sports Psychology or Biomechanics.

UNIT 4 (15%)

The improvement of effective performance and the critical evaluation of practical activities in Physical Education - Coursework. Performance (1 practical activity); Evaluating and planning the improvement of performance (synoptic).

Physics: OCR Specification B - Advancing Physics H559

Physics is the most fundamental of all of the sciences, offering a very broad scientific education. It is essential for people planning to study physical sciences or engineering at university, and is very useful for people wishing to study medicine or other sciences. A level Mathematics is not necessary for those studying Physics, although it does provide good support to the course.

The course is a modular one, including examinations at the end of the Lower Sixth. Each year consists of two examined modules and one coursework module, making up six modules in total.

Topics to be studied:

UNIT 1

Physics in Action (15%) - Imaging, electrical circuits, communications and materials science.

UNIT 2

Understanding Processes (25%) - Mechanics, waves and quantum behaviour.

UNIT 3

Physics in Practice (10%) - Coursework. Two items are required: a practical task and a research based task.

UNIT 4

Rise and Fall of the clockwork universe (15%) - Mathematical and computational modelling, exponential decay, gravitational fields and further mechanics, cosmology and relativity, gas laws and thermal physics.

UNIT 5

Field and Particle pictures (25%) - Electric and magnetic fields, nuclear physics and particle physics.

UNIT 6

Researching Physics (10%) - Two items of coursework are required: a practical investigation and a research based task.

IB Language Policy

Group 1: Language A1

Language A1	Language A1 is a pure literature course designed for either native speakers of English or pupils with English fluency. At Higher Level pupils must study 15 texts and at Standard Level, 11 texts. Some of the texts must be drawn from a list of World Literature texts, which thus expand the frame of reference far beyond that of the native culture; some works are studied as individual works of literature and some are studied as part of small groups of interrelated texts. IB pupils should end up with an appreciation of literature, which is both rigorous in its depth and international in its breadth and perspective.
-------------	--

Group 2: Second Language

Language A2 HL	is for fluent language users who intend to study the language at this level for a future career or to meet a Diploma Programme requirement, and who: <ul style="list-style-type: none">• are native or near-native speakers wishing to study a different language as their language A1;• are bilingual (in reading or writing or both);• live in a country where the target language is spoken;• are taught other subjects in the target language
Language A2 SL	is for fluent language users who may not intend continuing study of the language beyond the Diploma Programme, and who: <ul style="list-style-type: none">• are native or near-native speakers wishing to study a different language as their language A1;• are almost bilingual (in reading or writing or both);• live in a country where the target language is spoken;• are taught other subjects in the target language.
Language B HL	is for language learners who intend to study the language at this level for a future career, or to meet a Diploma Programme requirement, and who: <ul style="list-style-type: none">• have 4 to 5 years experience of the target language;• are not taught other subjects in the target language;• are normally taught outside a country where the language is spoken.
Language B SL	is for language learners who may not intend continuing study of the language beyond the Diploma Programme and who: <ul style="list-style-type: none">• have 2 to 5 years experience of the target language;• are not taught other subjects in the target language;• are normally taught outside a country where the language is spoken;• are beginners or near-beginners who live in a country where the language is spoken.
Ab Initio	is for beginners who: <ul style="list-style-type: none">• have little or no previous experience of the language;• are taught outside the country or countries where the language is spoken.

English Literature (English A1) is a mandatory element of the International Baccalaureate Diploma Programme at Marlborough College. English will be the language of instruction in all subjects.

Most students at Marlborough will study the language B option. The exceptions to this will be those who satisfy the criteria for the language A2 course. In this instance, steps will be taken to ensure that the pupil receives the most appropriate language provision.

In assessing the individual language needs of particular pupils, the College will follow the guidelines listed below:

A. For pupils who have been educated at the College since the age of 13

1. Reports from previous schools, written transcripts, and interviews will be used to anticipate language provision.
2. In the event of a pupil having a special language need, the following steps might be taken in the Lower School:
 - a. extra tuition in English;
 - b. advanced work in their native language (early sitting of GCSE or AS units).

Careful monitoring of this pupil's progress will be maintained throughout their time at the College.

3. Prior to their admission to the Sixth Form and their choice of Sixth Form Curriculum, the pupils will be internally assessed by the Modern Foreign Languages Department on the basis of their written, reading, listening and oral skills. If it is felt appropriate, a pupil will be entered for a language A2 course as their Group 2 subject. At this point the College will endeavour to provide taught lessons, but if there is insufficient demand for the particular subject then the College will find a suitable tutor who will aid the pupil in following a self-taught language route. There may be an additional expense for the parents if this decision is taken.

B. For pupils who apply for admission to the College at Sixth Form level (16)

1. Reports from previous schools, written transcripts, and interviews will be used to anticipate language provision. It may be necessary at this point to ask the pupil to sit an additional entrance assessment to ascertain exactly their language skills and requirements. This will be supervised by the Modern Foreign Languages department and will aim to judge the pupil's writing, reading, listening and oral skills.
2. At this point, the College will endeavour to provide taught lessons, but if there is insufficient demand for the particular subject then the College will find a suitable tutor who will aid the pupil in following a self-taught language route. There may be an additional expense for the parents if this decision is taken.

Group 1: English

The course provides students with an appreciation of literature from various periods, cultures, locations and linguistic backgrounds. It aims to encourage a coherent view of the role and function of literature within society, and explores the ways in which the literary expression of themes and aspects such as love, women, family, struggle and the role of the individual within society reflect the societies which produce individual works, and also transcend their respective cultural perspectives.

The course allows students to explore and develop their own responses to literature through close reading and practical criticism, group discussion, individual presentations and creative and analytical written assignments.

<i>Topics to be studied:</i>	
<p>Higher Level</p> <p>15 texts studied, chosen from four Parts: Part 1 <i>World Literature</i> - linked by theme: e.g. The Presentation of Women Part 2 <i>Detailed Texts</i> - with Shakespeare Part 3 <i>Groups of Works</i> - from 1 genre Part 4 <i>School's Free Choices</i> - linked by theme: e.g. Conflict.</p>	<p>Standard Level</p> <p>11 texts studied, chosen from four Parts: Part 1 <i>World Literature</i> - linked by theme: e.g. The Presentation of Women Part 2 <i>Detailed Texts</i> - with Shakespeare Part 3 <i>Groups of Works</i> - from 1 genre Part 4 <i>School's Free Choices</i> - linked by theme: e.g. Conflict.</p>
<i>How the subject is examined:</i>	
<p>Higher Level</p> <p>50% external examinations (May U6th) 20% coursework; 15% in-class presentation 15% oral commentary</p>	<p>Standard Level</p> <p>50% external examinations (May U6th) 20% coursework; 15% in-class presentation 15% oral commentary</p>
<p>External Exams</p> <p>Unseen Commentary Part 3 Groups of Works</p>	<p>External Exams</p> <p>Unseen Commentary Part 3 Groups of Works</p>
<p>Coursework</p> <p>Two assignments on Part 1 World Literature. Two oral assignments (Dec L6th; Feb U6th)</p>	<p>Coursework</p> <p>One assignment on Part 1 World Literature. Two oral assignments (Dec L6th; Feb U6th)</p>

Group 2: Classical Greek

The aims of the IB course are to enable pupils to understand and translate Greek texts in the original language; to appreciate and analyse the techniques and styles of a variety of Greek texts in the original language; to understand these texts within their historical and cultural contexts and be aware of the relationships between the classical and modern worlds.

<i>Topics to be studied:</i>	
Higher Level Homer <i>Iliad</i> 6 Thucydides 2, 36-54	Standard Level Homer <i>Iliad</i> 6 12-358; Thucydides 2, 36-46
<i>How the subject is examined:</i>	
Higher Level 80% external examinations (May U6th) 20% coursework	Standard Level 80% external examinations (May U6th) 20% coursework
External Exams Paper 1: 90 mins (35%) - Translation of unprepared passage of prescribed author. Paper 2: 120 mins (45%) - 4 questions based on extracts from 2 prescribed topics.	External Exams Paper 1: 75 mins (35%) - Translation of unprepared passage of prescribed author. Paper 2: 90 mins (45%) - 3 questions based on extracts from 2 prescribed topics.
Coursework Annotated collection of 10-15 source materials (approx 1,200 words).	Coursework Annotated collection of 7-12 source materials (approx 800 words).

Group 2: Classical Latin

The aims of the IB course are to enable pupils to understand and translate Latin texts in the original language; to appreciate and analyse the techniques and styles of a variety of Latin texts in the original language; to understand these texts within their historical and cultural contexts and be aware of the relationships between the classical and modern worlds.

<i>Topics to be studied:</i>	
<p>Higher Level Virgil <i>Aeneid</i> VI, 154-476 & 679-901 Livy <i>History</i> I, 1-8, 55-60</p>	<p>Standard Level Virgil <i>Aeneid</i> VI, 154-476 Livy <i>History</i> I, 1-8, 55-56.3</p>
<i>How the subject is examined:</i>	
<p>Higher Level 80% external examinations (May U6th) 20% coursework</p>	<p>Standard Level 80% external examinations (May U6th) 20% coursework</p>
<p>External Exams Paper 1: 90 mins (35%) - Translation of unprepared passage of prescribed author. Paper 2: 120 mins (45%) - 4 questions based on extracts from 2 prescribed topics.</p>	<p>External Exams Paper 1: 75 mins (35%) - Translation of unprepared passage of prescribed author. Paper 2: 90 mins (45%) - 3 questions based on extracts from 2 prescribed topics.</p>
<p>Coursework Annotated collection of 10-15 source materials (approx 1,200 words).</p>	<p>Coursework Annotated collection of 7-12 source materials (approx 800 words).</p>

Group 2: Language B (French, Spanish, German, Russian)

IB Language B offers pupils the opportunity to reach a high level of competence in a language and to explore the culture through using the language. Cultural awareness is fostered through the study of texts and through social interaction, and the role of language in relation to knowledge is developed. Use is made of authentic contemporary material, literary texts and film, satellite TV and multi-media resources, all of which help root the study in the world beyond the classroom.

Sixth Form exchanges with partner schools abroad exist in all languages. External assessment is conducted at the end of the two year course which provides opportunity for the learning of language, cultural enrichment and travel to the country concerned. Russian is offered at Standard Level only.

Topics to be studied:

Topics studied are the same for Higher and Standard levels, and will not differ substantially from the A level topics. The difference between Higher and Standard levels lies in the depth of linguistic knowledge required. Assessment in speaking, listening, reading and writing are measured by Language, Cultural Interaction and Message, which emphasise the comprehension and production of language in differing cultural situations.

How the subject is examined:

Higher Level	Standard Level
70% external examinations (May U6th) 30% internally assessed orals (Feb/March U6th)	70% external examinations (May U6th) 30% internally assessed orals (Feb/March U6th)
External Exams Written Component: 70% Paper 1 Text Handling: 40% (Reading 27%; Written Response 13%) Paper 2 Written Production: 30%	External Exams Written Component: 70% Paper 1 Text Handling: 40% (Reading 30%; Written Response 10%) Paper 2 Written Production: 30%
Coursework Oral component: 30% (Internally assessed/externally moderated) <i>Individual oral</i> : 15% <i>Interactive oral activity</i> : 15%	Coursework Oral component: 30% (Internally assessed/externally moderated) <i>Individual oral</i> : 15% <i>Interactive oral activity</i> : 15%

Group 2: Italian *ab initio*

The Standard Level Italian *ab initio* course will give students the opportunity to understand and use Italian in a range of contexts. Students will learn to listen, speak, read and write in Italian in order to be able to communicate effectively in a variety of situations. This introduction to the language and some cultural elements will provide students with a basis for further study, work and leisure through Italian.

The standard required of a candidate after a two year *ab initio* course is much the same as is required of a good GCSE candidate. This course is only available at Standard Level, and is designed for beginners who have little or no previous experience of the language.

Topics to be studied:

Standard Level

The seven core topics which cover the common situations in everyday life are:

- the individual
- education and work
- town and services
- food and drink
- leisure and travel
- the environment
- health and emergencies

How the subject is examined:

Standard Level

70% external examinations (May Upper Sixth); 30% coursework (on-going assessment).

External Exams: Written Component 70%

Paper 1: Text handling and written response in target language: 40%

Paper 2: Written production Two pieces of writing in the target language using a variety of registers: 30%.

Coursework

Individual oral: 15%. A presentation based on a visual stimulus, such as a picture or an object.

Questions and discussion are followed by general conversation.

Group oral: 15%. This can be a whole class or a paired activity. The best mark of one oral activity is carried forward and assessment is continual.

Group 2: Mandarin ab initio

Pupils will be taught beginners' Mandarin. The focus will be on communication skills: the aims and objectives are to give pupils the competency to handle routine situations when they arrive in China as a gap year student or volunteer, e.g. making friends, getting around, finding accommodation, shopping, dealing with emergencies. Classroom activities will be stimulating, lively and include the use of modern technology, aiming to foster pupils' enjoyment, creativity and intellectual stimulation.

Both the spoken language and the written language will be given equal emphasis. Pupils will be encouraged to consistently speak in Mandarin with their native Chinese speaker teacher. Characters will be taught systematically and carefully, aiming to foster intellectual curiosity as well as solid habits for future study.

Topics to be studied:

Standard Level

The seven ab initio topics which form the core syllabus will be covered, with most topics being covered once in the first year and then revisited in the second year. The first year will start with work on the individual, followed by the topics of education and work, food and drink, town and services, health and emergencies, and the environment. The upper sixth work approach will be broadly similar covering leisure and travel, the individual, education and work, and town and services.

How the subject is examined:

Standard Level

70% external examinations (May U6th); 30% coursework (on-going assessment).

External Exams: Written Component 70%

Paper 1: Text handling and written response in target language: 40%.

Paper 2: Written production Two pieces of writing in the target language using a variety of registers: 30%.

Coursework

Individual oral: 15%. A presentation based on a visual stimulus, such as a picture or an object.

Questions and discussion are followed by general conversation

Group oral: 15%. This can be a whole class or a paired activity. The best mark of one oral activity is carried forward and assessment is continual.

Group 3: Economics

Economics is a dynamic social science. The study of economics is essentially about the concept of scarcity and the problem of resource allocation. Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples.

Since economics incorporates many other related fields of study, Economics is not a discrete subject. Alongside the empirical observations of positive economics, students of the subject are asked to formulate normative questions. Encouraging students to explore such questions forms the central focus of the Economics course.

<i>Topics to be studied:</i>	
<p>Higher Level</p> <p>Intro to Economics; Microeconomics; Theory of the Firm; Market Failure; Macroeconomics; International Economics; Development Economics.</p>	<p>Standard Level</p> <p>Intro to Economics; Microeconomics; Market Failure; Macroeconomics; International Economics; Development Economics.</p>
<i>How the subject is examined:</i>	
<p>Higher Level</p> <p>80% external assessment (May, U6th) 20% internal assessment (Portfolio coursework Feb/March).</p>	<p>Standard Level</p> <p>75% external examinations (May, U6th) 25% coursework (Portfolio coursework Feb/March).</p>
<p>External Exams</p> <p>Paper 1 (20%) - Four extended-response questions. Candidates must attempt one question. Paper 2 (20%) - A short-answer question paper. The paper consists of six questions. Candidates must attempt three questions. Paper 3 (40%) - A data-response paper. The paper consists of five structured questions. Candidates must attempt three questions.</p>	<p>External Exams</p> <p>Paper 1 (25%) - Four extended-response questions. Candidates must attempt one question. Paper 2 (50%) - data-response question paper. The paper consists of five structured. Candidates must attempt three questions.</p>
<p>Coursework</p> <p>Internal assessment 20%: a portfolio of four commentaries.</p>	<p>Coursework</p> <p>Internal assessment 25%: a portfolio of four commentaries.</p>

Group 3: Geography

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. 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 and imagination.

The IB core considers the issues of population and resources in a global context with a focus on economic, political and environmental impacts and sustainable solutions. The option topics have been chosen for maximum interest and topicality: ocean geopolitics, coral reefs, el Nino, global sport, sustainable tourism, hazard perception and technological hazards are a small selection of items. Globalisation is the key theme for the HL extension paper; this is a challenging and wide ranging unit. A 3-day L6 field course is planned as part of the coursework requirement.

<i>Topics to be studied:</i>	
<p>Higher Level Population, development, environment, resources; oceans and coasts; leisure & tourism; hazards and disasters; globalisation: economic, social, environmental & political considerations.</p>	<p>Standard Level Population, development, environment, resources; oceans and coasts; leisure & tourism.</p>
<i>How the subject is examined:</i>	
<p>Higher Level 80% external examinations (May U6th) 20% coursework.</p>	<p>Standard Level 75% external examinations (May U6th) 25% coursework.</p>
<p>External Exams Core Paper 25% - Population, development, environment, resources Option Paper 35% - Oceans and coasts; leisure and tourism; hazards and disasters HL Extension 20% - Globalisation.</p>	<p>External Exams Core Paper 40% -Population, development, environment, resources Option Paper 35% - Oceans and coasts; leisure and tourism.</p>
<p>Coursework 2,500 word fieldwork project; fieldwork completed on term time summer L6 field course.</p>	<p>Coursework 2,500 word fieldwork project; fieldwork completed on term time summer L6 field course.</p>

Group 3: History

The aim of these courses is to develop an interest and enthusiasm for history. They seek to enable students to gain a knowledge and understanding of selected periods, and thereby to explore the significance of events, individuals, issues and societies in the past.

For Standard Level the focus will be upon twentieth century history, looking at the events which have shaped the contemporary world. At Higher Level the focus will be on the Medieval age, looking in particular at relations between Christian and Muslim rulers of this period.

These courses will suit anybody who has a liking for the past and who enjoys investigation and discussion. Study of History at GCSE is not a prerequisite, but it is useful and generally helpful to have done so, particularly for the Higher Level course.

<i>Topics to be studied:</i>	
<p>Higher Level</p> <p>A study of ruling dynasties and conflicts in medieval Europe and the Middle East c.900-1300; The Crusades 1095-1291; The Kingdom of Sicily 1130-1302.</p>	<p>Standard Level</p> <p>The Arab-Israeli Conflict 1948-77; The Cold War, 1948-93; Causes, Practice & Effects of War in the Twentieth Century.</p>
<i>How the subject is examined:</i>	
<p>Higher Level</p> <p>80% external examinations (May U6th) 20% coursework.</p>	<p>Standard Level</p> <p>75% external examinations (May U6th) 25% coursework.</p>
<p>External Exams</p> <p>Paper 1 (20%) - Short-answer source based question: The kingdom of Sicily. Paper 2 (25%) - Essay based paper: Dynasties & Rulers; Wars & Warfare. Paper 3 (35%) - Essay based paper: The Crusades, The Fatamids, Monarchies in England and France</p>	<p>External Exams</p> <p>Paper 1 (30%) - Short-answer source based question: Arab-Israeli Conflict. Paper 2 (45%) - Essay based paper: Cold War and Causes; Effects and Practices of War.</p>
<p>Coursework</p> <p>2,000 word investigation on a topic of the student's choosing.</p>	<p>Coursework</p> <p>2,000 word investigation on a topic of the student's choosing.</p>

Group 3: Philosophy

IB Philosophy deals with issues that are profound, usually difficult, and important for humanity, and aims to be inclusive dealing with a wide range of issues that can be approached in a philosophical way.

The course explores fundamental questions that people have asked since the beginning of time, and confronts new problems arising within contemporary society. These questions are explored through an examination of themes and texts.

The emphasis of IB Philosophy is on doing philosophy, rather than just learning about past philosophers. This requires intellectual rigour, an open and critical mind, and willingness to attempt to understand alternative views. Students should develop the ability to reason and argue and to learn to take a personal and independent position on philosophical issues.

<i>Topics to be studied:</i>	
Higher Level Knowledge; theories and problems of ethics.	Standard Level Theories and problems of ethics.
<i>How the subject is examined:</i>	
Higher Level 80% external examinations (May U6th) 20% coursework.	Standard Level 80% external examinations (May U6th) 20% coursework.
External Exams Paper 1 - Two compulsory sections <i>Section A:</i> 2 structured questions based on core theme with one question answered. <i>Section B:</i> 2 essay questions based on optional themes, 2 to be answered. Paper 2 - Two essays: one question based on each of the prescribed texts .	External Exams Paper 1 - Two compulsory sections <i>Section A:</i> 2 structured questions based on core theme with one question answered. <i>Section B:</i> 2 essay questions based on optional themes, 1 to be answered. Paper 2 - One essay from a question based on each of the prescribed texts.
Coursework 20% - 2 philosophical exercises, internally and externally assessed and moderated; a critical analysis of non-philosophical material. A philosophical dialogue..	Coursework 20% - Two philosophical exercises, 1,000-1,200 words each, to be internally assessed and externally assessed and moderated by the IB.

Group 4: Biology

IB Biology is a broad discipline, ranging from the molecular basis of life to whole populations in their ecosystems. By studying a range of strategies for solving life's problems, biologists discover general underlying principles. Main themes in the course are how structure relates to function and "universality versus diversity".

Biology today is a dynamic science and its applications to human health and the contributions of biotechnology and the genetic revolution cannot be ignored. Biologists develop a range of highly marketable 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 emphasise experimental and field work.

Topics to be studied:

Higher Level

The standard level topics are studied in more depth at higher level. Additional topics at higher level are: muscles and movement, plant science. The options at higher level are: *neurobiology and behaviour*; *further human physiology*.

Standard Level

Cells, membranes & transport; chemistry of life; human health and physiology; *physiology of exercise*; ecology; genetics and evolution; gene technologies; nerves hormones and homeostasis; *neurobiology and behaviour*.

How the subject is examined:

Higher Level

76% external examinations
24% coursework.

Standard Level

76% external examinations (May U6th)
24% coursework.

External Exams

Paper 1 (20%) - Multiple choice questions on the core plus additional higher level material.
Paper 2 (32%) - Written paper including 2 essays (core and additional higher level material).
Paper 3 (24%) - Written paper (includes essays) on the options (*see above, in italics*).

External Exams

Paper 1 (20%) - Multiple choice questions on the core.
Paper 2 (32%) - Written paper including an essay (core).
Paper 3 (24%) - Written paper on the options (*see above, in italics*).

Group 4: Chemistry

The IB course will deliver a stimulating, challenging and practical programme. Higher level pupils will be well prepared for tertiary education, whether in Chemistry or a related course; all students will have an appreciation of science. Pupils will use practical investigation and apply scientific method; they will challenge established theory through critical analysis and be communicators who appreciate the international language and nature of Science. IB Chemistry will equip students to engage with the implications of science on the global economy, politics and the environment.

<i>Topics to be studied:</i>	
<p>Higher Level</p> <p><i>Lower Sixth Core:</i> Quantitative Chemistry, Atomic Structure, Bonding, Organic Chemistry, The Periodic Table, Enthalpy Changes.</p> <p><i>Upper Sixth Core:</i> Equilibria, Acids and Bases, Kinetics, Redox Chemistry.</p> <p><i>Options:</i> Further Organic Chemistry and Modern Analytical Chemistry.</p>	<p>Standard Level</p> <p><i>Lower Sixth Core:</i> Quantitative Chemistry, Atomic Structure, Bonding, Organic Chemistry, The Periodic Table.</p> <p><i>Upper Sixth Core:</i> Enthalpy Changes, Equilibria, Reaction Rates, Redox Chemistry.</p> <p><i>Options:</i> Human Biochemistry and Environmental Chemistry.</p>
<i>How the subject is examined:</i>	
<p>Higher Level</p> <p>76% external examinations (May U6th)</p> <p>24% coursework (cont. assess.)</p>	<p>Standard Level</p> <p>76% external examinations (May U6th)</p> <p>24% coursework (cont. assess.)</p>
<p>External Exams</p> <p>Paper 1: (20%) - 40 multiple choice questions on <i>Core</i> material.</p> <p>Paper 2: (36%) - Short answer questions and 2 extended responses on <i>Core</i> material.</p> <p>Paper 3: (20%) - Short answer questions and 1 extended response on each of the two <i>Options</i> studied.</p>	<p>External Exams</p> <p>Paper 1: (20%) - 30 multiple choice questions on <i>Core</i> material.</p> <p>Paper 2: (32%) - Short answer questions and 1 extended response on <i>Core</i> material.</p> <p>Paper 3: (24%) - Short answer questions on each of the two <i>Options</i> studied.</p>
<p>Coursework</p> <p>Individual Practical work and a collaborative Group 4 Project.</p>	<p>Coursework</p> <p>Individual Practical work and a collaborative Group 4 Project.</p>

Group 4: Physics

The course aims to challenge students to think critically about the subject in a variety of contexts, from the demanding rigour of classical mechanics to the evolving uncertainty of particle physics. Through experiments, demonstrations and open-ended discussions pupils develop many important skills, including analysis, evaluation, teamwork and ICT.

Physics is available at Higher and Standard Levels in both groups 4 and 6. Higher Level mathematics provides good support, but is not necessary; Standard Level maths is essential.

<i>Topics to be studied:</i>	
<p>Higher Level</p> <p><i>Core:</i> All standard level topics plus: Motion in fields; Thermodynamics; Wave behaviour; EM Induction; Quantum and Nuclear; Digital technology.</p> <p><i>Options:</i> Astrophysics; Relativity, or Particle Physics.</p>	<p>Standard Level</p> <p><i>Core:</i> Electric currents; Atomic and Nuclear; Mechanics; Oscillations and Waves; Thermal physics; Fields and Forces; Energy and Power.</p> <p><i>Options:</i> Astrophysics; Quantum and Nuclear, or Relativity and Particles.</p>
<i>How the subject is examined:</i>	
<p>Higher Level</p> <p>76% external examinations (May U6th) 24% coursework</p>	<p>Standard Level</p> <p>76% external examinations (May U6th) 24% coursework</p>
<p>External Exams</p> <p>Paper 1: (20%) - 40 multiple choice questions on <i>Core</i> material.</p> <p>Paper 2: (32%) - Variety of questions on <i>core</i> topics.</p> <p>Paper 3: (24%) - Variety of questions on <i>options</i>.</p>	<p>External Exams</p> <p>Paper 1: (20%) - 30 multiple choice questions on <i>Core</i> material.</p> <p>Paper 2: (32%) - Variety of questions on <i>core</i> topics.</p> <p>Paper 3: (24%) - Short answer questions on <i>options</i>.</p>
<p>Coursework</p> <p>Experimental work will be assessed under five criteria: design, data collection and processing, conclusion and evaluation, manipulative skills, personal skills.</p>	<p>Coursework</p> <p>Experimental work will be assessed under five criteria: design, data collection and processing, conclusion and evaluation, manipulative skills, personal skills.</p>

Group 5: Mathematics

The Higher level course is the equivalent of about one and a half A levels and is geared for those wishing to use mathematics to support their university course. The Standard Level mathematics is the equivalent of two-thirds of an A level and is designed for those who wish to study the subject beyond IGCSE. The Mathematical Studies course is between IGCSE and AS for those who will not be using mathematics in their university course.

<i>Topics to be studied:</i>		
<p>Higher Level Algebra; Functions and Equations; Circular Functions and Trigonometry; Matrices; Vectors; Statistics and Probability; Calculus <i>Option:</i> The Statistics option will also be covered.</p>	<p>Standard Level Algebra; Functions and Equations; Circular Functions and Trigonometry; Matrices; Vectors; Statistics and Probability; Calculus Quantum and Nuclear, or Relativity and Particles.</p>	<p>Studies Introduction to the graphical display calculator; Number and Algebra Sets; Logic and Probability; Geometry, Trigonometry; Statistics; Introductory Differential Calculus; Financial Mathematics</p>
<i>How the subject is examined:</i>		
<p>Higher Level 80% external examinations (May U6th) 20% coursework.</p>	<p>Standard Level 80% external examinations (May U6th) 20% coursework.</p>	<p>Studies 80% external examinations (May U6th) 20% coursework.</p>
<p>External Exams Two papers of two hours each. One with and one without a (graphical display) calculator. A third paper of one hour on the <i>option</i>.</p>	<p>External Exams Two papers of one hour and thirty minutes each. One with and one without a (graphical display) calculator.</p>	<p>External Exams Two papers of one hour and thirty minutes each.</p>
<p>Coursework 2 assessed portfolio tasks, on investigational and one modelling.</p>	<p>Coursework 2 assessed portfolio tasks, on investigational and one modelling.</p>	<p>Coursework 1 project of a statistical nature.</p>

Group 6: Music

The aims of the course are to enable the students to develop their creativity through performance and composition as well as enhance their skills in analysis and discrimination in relation to music.

The course will include the study of musical genres and styles, including Classical, Jazz and popular music, as well as music from different parts of the world. The course would be suitable for a candidate who is keen on creating and listening to different styles of music.

The candidate should be taking instrumental or singing lessons and be at least Grade 5/6 standard at the start of the course. Grade 5 theory or GCSE music, although not a pre-requisite, would be highly beneficial to the student.

Topics to be studied:

For both Standard level and Higher level candidates there is a Listening paper which includes one question on a prescribed work and four questions on other works. In addition, Higher Level will have two further compulsory questions. The Musical Investigation is a media script of 1,200-1,500 words which should investigate the relationship between two musical genres.

Higher level candidates will be required to record one or more solo recitals lasting a total of approximately 20 minutes and write three contrasting compositions (5-15 minutes total when performed).

Standard level candidates must take ONE of the following options; Solo performance - recitals totalling approximately 15 minutes; Group performance - two public performances (15 - 30 minutes); Composition - Two contrasting compositions (5 - 15 minutes when performed).

How the subject is examined:

Higher Level	Standard Level
50% external examinations (May U6th) 50% coursework.	50% external examinations (May U6th) 50% coursework.
External Exams Listening paper (30%) Musical Investigation (20%) (May U6th)	External Exams Listening paper (30%) Musical Investigation (20%) (May U6th)
Coursework Solo Performance 25%; Composition 25% Internally assessed and externally moderated at the end of the course.	Coursework Solo performance 50% or Group performance 50% or Composition 50%. Internally assessed and externally moderated at the end of the course.

Group 6: Theatre Arts

Theatre practice will be approached from an inter-cultural viewpoint through which a better understanding of our own theatrical heritage will arise.

In the first year, there will be practical exploration of several distinct theatrical traditions. This will be followed in the second year by looking at the inter-cultural work of modern practitioners in their attempt to break down and/

or preserve the integrity of the certain traditions. This will aim to understand the globalization of theatre in the twenty-first century.

<i>Topics to be studied:</i>	
<p>Higher Level</p> <p>Theatre in the Making Theatre in Performance Theatre around the World Independent Project</p>	<p>Standard Level</p> <p>Theatre in the Making Theatre in Performance Theatre around the World Independent Project</p>
<i>How the subject is examined:</i>	
<p>Higher Level</p> <p>50% externally marked coursework (May U6th) 50% internally marked coursework.</p>	<p>Standard Level</p> <p>50% externally marked coursework (May U6th) 50% internally marked coursework.</p>
<p>External Exams</p> <p><i>Research Investigation</i> - Students are required to produce a research investigation of 2,000 - 2,500 words with supporting visual material. <i>Practical Performance Proposal</i> - Students are required to produce a proposal of 250 words with supporting visual materials and a rationale of 1,000-1,250 words based on a set text.</p>	<p>External Exams</p> <p><i>Research Investigation</i> - Students are required to produce a research investigation of 1,500 - 1,750 words with supporting visual material. <i>Practical Performance Proposal</i> - Students are required to produce a proposal of 250 words with supporting visual materials based on a set text.</p>
<p>Coursework</p> <p>Theatre performance and production presentation. Independent Project Portfolio (3,000 words).</p>	<p>Coursework</p> <p>Theatre performance and production presentation. Independent Project Portfolio (2,000 words).</p>

Group 6: Visual Arts

IB Visual Arts is similar to the old A level in that it is a 2 year course with no modules. The emphasis is on students producing a body of work that is individual and personal to them.

The course is designed to record the student's journey through their chosen theme, and strong emphasis is placed on both cross curricular links and in-depth research into the art of different cultures. The students all produce a number of investigation workbooks and an amount of studio work. The content of the investigation workbooks should link closely to, and explain, the studio pieces. Students should aim for a range of personal studio pieces that develop and demonstrate technical competence and self-direction.

Topics to be studied:

Higher Level and Standard Level

All IB Art students will learn a variety of approaches and techniques, through project work and tutor led study. They will then use these skills to produce a body of work based on their own areas of interest. Students will produce a number of investigation workbooks in which they record and develop their ideas, analyse the work of other artists and explore their chosen theme in a wide range of media. Emphasis is placed on students learning to effectively communicate their understanding of both their own work, and the work of their chosen artists, in both verbal and written exercises. Differentiation between Higher and Standard levels is by outcome.

How the subject is examined:

Higher Level

Submission of Studio work and Candidate Record Book by the end of the Lent term in the second year of the course.
Examiner visits in early April.

External Exams

There are no external exams.
Students are examined by means of a final exhibition and an interview with a visiting examiner. Photocopied sheets of the Candidate Record Book are sent to the external examiner prior to his/her visit.

Standard Level

Submission of Studio work and Candidate Record Book by the end of the Lent term in the second year of the course.
Examiner visits in early April.

External Exams

There are no external exams.
Students are examined by means of a final exhibition and an interview with a visiting examiner. Photocopied sheets of the Candidate Record Book are sent to the external examiner prior to his/her visit.

Environmental Systems & Societies SL

(Trans-disciplinary Subject)

Bridging the sciences and social sciences, drawing on knowledge, methods and skills from different disciplines, by the end of the course pupils should have a personal and informed response to current environmental issues.

Practical analysis of ecosystems is inherent in the syllabus, including fieldwork and lab work, as well as extensive use of habitats within the school grounds and local area. Pupils studying ESS will not have to complete a Group 4 project if this subject is chosen in place of a Group 4 Science. The link with Group 3 courses demands higher order discursive skills than required in Group 4 giving an opportunity to bring real local and global issues to the attention of students.

Topics to be studied:

Standard Level

The ecosystem; human population, carrying capacity and resource use; conservation and biodiversity; pollution management; the issue of global warming; environmental value systems (Systems and models as an overarching theme).

How the subject is examined:

Standard Level

80% external examinations - (May U6th) 20% coursework (Ongoing Assessment)

External Exams: Written Component 70%

Paper 1: 30% - Short answers data-response

Paper 2: 50% - *Section A:* Case study paper using a resource booklet. *Section B:* 2 essays.

Coursework

20% weighting through assessed practicals.