



MARLBOROUGH COLLEGE



Sixth Form Curriculum

2018 - 2019

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Contents

Choosing Sixth Form Courses	2	Literature in English: CIE Pre-U 9765	26
Academic Aims	4	Geography: AQA 7037	26
The Sixth Form Curriculum	5	History: CIE Pre-U 9769	28
Subject Choice & Higher Education	9	Mathematics & Further Mathematics: Edexcel 9MA0 & 9FM0	29
Course Summaries		Mathematics in Context: Edexcel 7MC0	30
Art & Design - Fine Art or Photography OCR H601 & H603	11	Modern Languages: French CIE Pre-U 9779, German CIE Pre-U 9780, Italian CIE Pre-U 9783, Spanish CIE Pre-U 9781 & Mandarin Chinese CIE Pre-U 9778, Russian Pre-U 9782	30
Art History: CIE Pre-U 9799	12	Modern Languages: Arabic, Japanese, Mandarin Chinese GCSE & Italian IGCSE	31
Biology: OCR 'A' H420	13	Music: Edexcel 9MU0	32
Business: AQA 7132	14	Music Technology: Edexcel 9MT01	33
Chemistry: OCR 'A' H432	15	Exercise and Sport Sciences: OCR H555	34
Classical Civilisation: H408	16	Physics: EDUQAS A420QS	35
Greek: H444	17	Philosophy & Theology: CIE Pre-U 9774	36
Latin: H443	18	Politics: Edexcel 9PLO	37
Computer Science: AQA 7517	18	Psychology: AQA 7182	38
Creative Writing	20		
Design & Technology - Product Design: OCR H406	21		
Drama & Theatre Studies: Edexcel 9DR0	22		
Economics: Edexcel 9ECO	23		
Extended Project (EP) - Level 3: Edexcel ZPJ3	25		

Choosing Sixth Form Courses

Welcome to Sixth Form life, a time when you make transitional steps towards university. The Sixth Form offers two excellent years and should prove both fulfilling and enjoyable as a conclusion to your schooling, and as the gateway to a rewarding and fitting career at university and beyond.

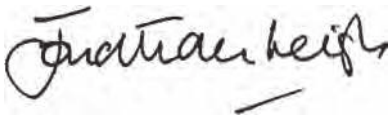
You now need to make some decisions which will determine your future academic path. You will be offered a great breadth of options and you will have to grapple with complexities with regard to new courses, changed specifications and perhaps unfamiliar qualifications. The A level landscape has now changed to become fully 'linear', whilst some departments have adopted Pre-U courses instead; both of these academic routes are exciting, demanding and fulfilling so your choice must come down solely to the best subjects for you.

It is extremely important that you consider your subject choices in depth. 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 any of: your parents, Housemaster or Housemistress, Tutor, relevant Heads of Department, the Guidance Department, present teachers and whomsoever you might feel to be helpful, though none of these people can make the right decision for you. The 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 have ambitions for Oxford or Cambridge, check with the Guidance Department and your beaks that your current trajectory makes this a realistic aim, and that your choices are consistent with the course requirements. Also, please be aware that such a trajectory needs very dedicated attention from now on.
- Many subject 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. Consult the Guidance 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 you enjoy the most and 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 in the Sixth Form involves hundreds of hours of hard work per subject, and you must feel you have made a positive choice and not arrived at your selection by negative thinking. For example, do not choose to study an entirely new subject simply because you are not excited by the ones you already know – research each subject in detail before choosing it.
- A level and Pre-U work also requires new techniques of study and will necessitate an evolution of your work habits. Preparation is less routine and less regulated and you will have to show initiative and learn to take greater responsibility for planning your work and to show initiative. The Lower Sixth is not a time for relaxation. A poor Lower Sixth year cannot easily be redeemed later, especially now that all courses are linear, and those who make their way to top results do so following a rigorous Lower Sixth.
- Equally, there is nothing to fear 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 independent, 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. Lastly, the wider you read at this stage of life, the stronger you become. I do hope it will be fun, and ultimately rewarding as a broad education.

A handwritten signature in black ink that reads "Jonathan Leigh". The signature is written in a cursive, slightly slanted style with a horizontal line underneath.

Jonathan Leigh
Master

Academic Aims

Marlborough College encourages all students to aspire to the following aims:

What should a Marlburian be?

- Compassionate and considerate
- Intellectually curious
- Self-motivated, disciplined and independent
- Internationally minded
- Willing to make a contribution to the society in which they live

What experiences should a Marlburian engage with?

- Learning as a pleasure and a challenge
- Diverse people and societies, their values and traditions
- High expectation and intellectual excellence
- Collaborative endeavours
- Opportunities for reflection and self-appraisal

What should a Marlburian be able to do?

- Learn independently
- Apply technology effectively
- Interact confidently and respectfully with others
- Take advice and learn from criticism
- Listen, watch and read critically and with discernment
- Communicate clearly in oral and written form
- Organise their time effectively
- Think creatively

What knowledge and skills should a Marlburian possess?

- A knowledge of current domestic and world affairs
- Global awareness
- Flexibility and adaptability

What do we want Marlburians to achieve?

The discovery and development of their abilities and talents in the broadest sense, through the academic curriculum (as well as through the broad spectrum of the College's co-curricular provision)

The Sixth Form Curriculum

The Sixth Form curriculum is motivated by a desire that our pupils enjoy and flourish in their learning, whilst being able to distinguish themselves in a hugely competitive university entrance market.

Each pupil will be asked to choose four main courses of study for the Sixth Form – these will each be either an A level or a Pre-U (see below). Where appropriate, we will allow pupils to drop one main subject after their first year. Dropping a course part way through will result in no certificate, although the wider benefit of having studied the subject for a year is unquestionable.

Beyond their four main courses, pupils will have the choice, where their timetable permits, to study for one of an EPQ (Extended Project Qualification), a course in Creative Writing, to study a foreign language at an appropriate level, and to enjoy one or two “Elective” courses. Please see overleaf for further details.

National Changes at A level

Until September 2015, A levels were “modular”, with examinations in both Lower Sixth and Upper Sixth counting towards the final A level results. Since then, this “modularity” has been phased out gradually by the government, such that from September 2017, all A levels are “linear” - with all examinations taken at the end of the two years of Sixth Form. The lack of Lower Sixth examinations as part of the A level allows us to regain teaching time in the Lower Sixth that has for years been lost to revision and preparation for end-of-year public examinations; it also allows each department better control over teaching order and method of delivery, both of which will benefit our pupils’ depth of understanding of, and engagement with, the subject. This conclusion is borne out by our pupils’ genuine enjoyment of, and considerable success in, Pre-U (which have always been linear courses) over recent years. For this reason, the College does not offer AS examinations in any subject.

Pre-U

The Pre-U is a qualification offered by Cambridge International Examinations, as an alternative to A levels. It has been running a number of years, with take up most significant in the independent sector. The qualification is designed to encourage a style of working that is similar to that required in undergraduate courses. It is a linear course, whose grading structure is different to A levels – it is marked on a Distinction, Merit and Pass scale, which each of these further subdivided into 3 (so the grades run from D1 at the top end to P3 at the bottom). Universities are well aware of the Pre-U qualification and they have their own equivalences, broadly set by UCAS, for comparison of A level and Pre-U grades.

Subject Choices

Pupils will be expected to take four subjects at A level or Pre-U. The list of subjects available is given below.

(P) – This subject is taught as a Pre-U.

(A) – This subject is taught as a linear A level.

(*) – Mathematics in Context is a Level 3 (similar to AS level) Core Mathematics qualification.

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

It is not necessary for pupils who wish to study Computer Science at A level to have studied the subject at GCSE, but for those who have not, a commitment to a basic Python programming course (20 – 25 hours) will be required over the post-GCSE summer holidays.

Mathematics in Context

The new Mathematics A level is more difficult than the previous one. There is more subject content (which is likely to be tested to a higher level) and the shifted emphasis onto problem-solving, reasoning and modelling, combined with the linear, one-shot nature of the exams, means that it should only be considered by pupils who are confident in their mathematical ability. We advise that only pupils who achieve an A* grade at GCSE Maths take the full A level.

We understand, however, that Mathematics is a subject with which many will wish to continue, even if they are not the most confident mathematicians. We therefore offer Edexcel's Mathematics in Context (a Level 3 Core Maths qualification, which carries the same UCAS points as an AS in Maths). This has been designed for those who wish to continue with some Maths, perhaps to help with their other subjects, but for whom the full A level may not be suitable. In particular, it is designed with the mathematical requirements of a number of other subjects in mind – notably Biology, Business, Economics, Computing, Geography and Psychology – and with an emphasis on applying Maths to real-world situations. Pupils who wish to choose this should check that they are not closing the door to any degree courses that might require the full Maths A level. We have advised your son or daughter to check with the Maths department and with Guidance if they have any questions concerning this new qualification. Although it is equivalent in study to an AS (rather than a full A level), it will be taught over two years, with all examinations in the summer of the Upper Sixth.

Complementary Courses

The Sixth Form should be a time of discovery, when our pupils begin their intellectual coming of age. The removal of public examinations in the Lower Sixth gives them the opportunity to explore beyond the sometimes-restrictive confines of subject syllabuses. For this reason, we offer a number of complementary courses that encourage exploration and learning for its own sake. These are optional, and with the exception of Electives, pupils may choose only one such course.

The Extended Project

The Extended Project provides a great structure for pupils who wish to engage in individual research in an area totally of their choosing. It involves a taught introduction to the principles of academic research, followed by one-to-one guidance with a supervising beak, as pupils work towards their extended project (which may be a dissertation, an investigation, an artefact or a performance) and presentation.

Many universities hold the qualification in high regard as it prepares pupils for the transition to higher education, through the development of critical, reflective, problem-solving and independent learning skills. Worth more than an AS in terms of UCAS points, it is graded as a full A level, with the A* grade therefore available for the best projects, something that a high proportion of motivated Marlburians achieve. The majority of our pupils will complete their Extended Project by March of the Lower Sixth year.

The College offers Edexcel's version of the Extended Project. More details are available at:
<http://www.edexcel.com/quals/project/level3/Pages/default.aspx>

Creative Writing

Creative Writing has been withdrawn from the national A level offering from September 2017. The College, with its strong tradition in the subject, has partnered with a number of leading schools, to offer the AFA in creative writing - a two-year rigorous course in the subject. See the separate section later in this booklet for further detail, but please note that for now, this course is not recognised by UCAS; it can therefore only be studied in addition to three other A level or Pre-U subjects in the Upper Sixth.

Complementary Language Courses

One of the following complementary courses may be taken in addition to the four main subjects:

For beginners: GCSE Arabic, GCSE Italian, GCSE Japanese, GCSE Mandarin
For stronger linguists: French (DELF B1), Spanish (DELE B1), German (Goethe Zertifikat B1)

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

Electives

Pupils will also be able to choose from a large range of “Electives”: short courses designed and delivered voluntarily by our beaks, in which they share their academic and other passions. The Electives are just one part of the much wider academic enrichment on offer at the College, designed to encourage our pupils to think of learning as an end in itself.

The Small Print

Please note that all subject combination requests are subject to timetabling constraints. Whilst we endeavour to accommodate every requested combination, this will not always be possible. We will let pupils know as soon as we can if there is a problem with their request.

Deadline for Subject Choices

The deadline for subject choices (for the four main subjects) is 2nd February 2018. It will also be helpful at this stage if pupils could indicate which, if any, of the optional complementary courses they may wish to study.

We hope that some thought has gone in to making these choices, and pupils should be aware that changes may not be possible after this date, though if there is good reason to request a change, we will try our best to accommodate.

For current Hundred pupils at the College, who have their subject choices fair in Michaelmas 2017, we have encouraged further conversation, where necessary, with subject beaks, heads of department, tutors, HMs, Guidance, parents, and perhaps most importantly, older pupils in House. For pupils joining us in September 2018, we would be very happy to advise on subject choice – please be in touch at any time.

Jaideep Barot
Deputy Head (Academic)
September 2017

Subject Choice & Higher Education

You may well have no idea at this stage what you want to study after you leave school, or what eventual direction your career will take. A level/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, bear in mind the following:

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

The specification descriptions which follow briefly outline the subject content of each course that we currently offer 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, if there are sufficient takers. The provision of courses described in this booklet represents the College's intentions at the time of publication and may be subject to change.

Art & Design - Fine Art or Photography

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

A level Fine Art:

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

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

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

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

A level Photography:

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

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

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

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

Art History: CIE Pre-U 9799

Art History is concerned with human expression in the sphere of visual creativity. Students gain understanding of why and how works of art and architecture were made. In this context, the course covers social, religious, political and cultural history as well as analysis of the works themselves. We seek to promote students' critical skills in aesthetic appreciation, and foster knowledge of the formal characteristics of genres and styles. Wide reading and personal research will be required to inform essay writing. Artistic ability is not a prerequisite to study Art History, nor is it essential that students have studied History at GCSE.

PAPER 1

Analytical Studies in Western and non-Western Art - 1 hour and 30 minutes written examination (25%).

The study of 30 canonical works, 10 each drawn from: Painting; sculpture; and architecture.

PAPER 2

Historical Topics - 2 hour and 15 minutes written examination (25%).

The study of two historical topics from the following:

Topic 1: The Art and Architecture of Classical Antiquity;

Topic 2: Art, Religion and Society in Romanesque Europe, c. 1000-1200;

Topic 3: A New Heaven and a New Earth: Gothic Art and Architecture, c. 1400-1540;

Topic 4: Man, the Measure of All Things: The Early Italian Renaissance 1400-1600;

Topic 5: Faith Triumphant: Seventeenth-Century Art and Architecture;

Topic 6: Defining the Nation: Art and Architecture in Britain, c. 1700-1860s;

Topic 7: Art, Society and Politics in Europe, c. 1784-1900;

Topic 8: The Shock of the New: Art and Architecture in Europe and the United States in the Twentieth and Twenty-First Centuries.

PAPER 3

Thematic Topics - 2 hour and 15 minutes written examination (25%).

The study of one theme in the History of Art, drawn from one of the following:

Thematic Topic 1: Art and Architecture in the City;

Thematic Topic 2: Landscape;

Thematic Topic 3: Portraiture;

Thematic Topic 4: The Nude;

Thematic Topic 5: Still Life.

PAPER 4

Personal Investigation - The Personal Investigation is externally marked and subject to a live viva with a CIE examiner (25%).

A written assignment of approximately 3,000 words which engages the student in a piece of independent study.

Biology: OCR 'A' H420

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

Topics to be studied:

MODULE 1

Development of practical skills in Biology. The practical skills in this module can be assessed within written examinations (externally) and within the Practical Endorsement (internally at the College).

MODULE 2

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

MODULE 3

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

MODULE 4

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

MODULE 5

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

MODULE 6

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

Assessment consists of three written papers taken at the end of the course.

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

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

Business: AQA 7132

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

Topics to be studied:

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

PAPER 1: BUSINESS 1

What's assessed: All content above.

Assessed:

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

Questions: Three compulsory sections:

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

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

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

Questions: Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.**PAPER 3: BUSINESS 3****What's assessed:** All content above.**Assessed:**

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

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

Chemistry: OCR 'A' H432

Chemistry A is a modern and relevant Chemistry course, clearly structured and flexible so that pupils of all abilities can engage with the course. Emphasis throughout the course is on developing knowledge, competence and confidence in practical skills and problem solving. Students learn how society makes decisions about scientific issues and how sciences contribute to the success of the economy and society. Practical skills are assessed in a straightforward and concise manner which allows pupils to make steady progress towards the separate Practical Endorsement.

The content, studied over two years is divided into chemical topics, each containing different key concepts of chemistry. Once the key features of a chemical topic have been developed, applications are considered. The teaching and learning of practical skills are integrated with the theoretical topics, and are examined both in the written papers and through the separate Practical Endorsement. This allows practical and laboratory skills to be developed in a way suited to each individual pupil, combining academic challenge with practical focus.

The course comprises six modules, one of which is devoted to the assessment of laboratory practical skills. Written examinations, consisting of three separate papers, are taken in the Summer Term of the second year. Practical skills are assessed continuously throughout the course, candidates completing a minimum of 12 practical activities to demonstrate practical competence.

*Topics to be studied:***MODULE 1**

Development of practical skills in chemistry. The practical skills in this module can be assessed within written examinations (externally) and within the Practical Endorsement (internally at the College).

MODULE 2

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

MODULE 3

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

MODULE 4

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

MODULE 5

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

MODULE 6

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

Assessment consists of three written papers taken at the end of the course.

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

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

Classical Civilisation: H408

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

COMPONENT 1

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

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

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

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

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

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

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

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

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

Greek: H444

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

*Topics to be studied:***UNIT 1**

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

Latin: H443

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

Topics to be studied:

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

Computer Science: AQA 7517

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

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

It's a great subject to support ambitions in the field of Science, Technology, Engineering and Mathematics, but it has many other uses too through fundamentally developing your problem-

solving skills. You will find it easier if you are studying some Mathematics at A-level, but it is not necessary to have studied Computer Science at GCSE if you are prepared to build a basic competence in a procedural programming language like Python by following a 20-hour web-based course during the Summer holidays.

Topics to be studied:

1. Fundamentals of programming
2. Fundamentals of data structures
3. Fundamentals of algorithms
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organization and architecture
8. Consequences of uses of computing
9. Fundamentals of communication and networking
10. Fundamentals of databases
11. Big Data
12. Fundamentals of functional programming
13. Systematic approach to problem solving
14. Non-exam assessment – the computing practical project

PAPER 1 - What's assessed

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

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

PAPER 2 - What's assessed

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

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

Non-examination assessment - What's assessed

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

- 75 marks
- 20% of A-level

Creative Writing

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

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

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

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

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

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

Component 1 – WRITE-1 Portfolio

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

Component 2 – WRITE-2 Commissioned Writing

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

Component 3 – WRITE-3 Responsive Writing

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

Design & Technology - Product Design: OCR H406

Design and technology is an inspiring, rigorous and practical subject. This course provides a logical progression for pupils who have followed a GCSE course in Design Technology and is of direct relevance to pupils with a longer term interest in the fields of product design, engineering, architecture or business; the course may also be of value to those who wish to add breadth to their studies and gain an insight into commerce and manufacture. Pupils are enabled to make the connection between the knowledge, understanding and skills they develop and how this will benefit them in the future.

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

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

Assessment:

Three components are linked to assessment:

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

This paper is set out through four sets of questions that predominantly cover technical principles within each endorsed title. Pupils will be required to:

- analyse existing products
- demonstrate applied mathematical skills
- demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques
- demonstrate their understanding of wider social, moral and environmental issues that impact on the design and manufacturing industries.

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

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

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

5. Iterative Design Project (50% of total A level)

The 'Iterative Design Project' requires pupils to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate. Pupils identify a design opportunity or problem from a context of their own choice, and create a portfolio of evidence in real time through the project to demonstrate their competence.

Drama & Theatre Studies: Edexcel 9DR0

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

Topics to be studied:

COMPONENT 1

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

COMPONENT 2

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

COMPONENT 3

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

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

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

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

Economics: Edexcel 9ECO

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

Subject content:

Theme 1: Introduction to markets and market failure.

Theme 2: The UK economy - performance and policies.

Theme 3: Business behaviour and the labour market.

Theme 4: A global perspective.

Assessment:

PAPER 1

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

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

35% of the total qualification.

Overview of assessment:

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

PAPER 2

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

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

35% of the total qualification.

Overview of assessment:

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

PAPER 3

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

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

30% of the total qualification.

Overview of assessment:

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

Extended Project (EP) - Level 3: Edexcel ZPJ3

The EP was launched nationally in 2008 (piloted at Marlborough in 2007). With over 400 projects completed at the College, it offers the chance for in-depth self-motivated research in any topic area.

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

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

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

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

The EP can be submitted as either:

Dissertation: 6000 word project based on secondary sources. The project is orally presented on completion as part of the assessment;

or:

Investigation: 4500 word project based on primary collected data (and secondary sources) involving an element of numerical analysis. The project is orally presented on completion as part of the assessment.

or:

Performance: 3000 work project, the final outcome of which is a public performance (Drama, Music, Art) which is filmed and supported by audience feedback. It can be a group project if individual roles and input are clearly identified. Final projects have to be individually submitted however.

or:

Artefact: 3000 word project based on a Design brief and iterative portfolio and might be in any form - Computer Programme, Film, Manufactured item, Exhibition, Music Score, Poetry, etc.

The project is orally presented or exhibited on completion as part of the assessment.

Literature in English: CIE Pre-U 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 3000 and 3500 words will be required; the title and scope of the essay must be individual to the candidate and will be approved by the Board before the essay is written in the Michaelmas Term of the Upper Sixth year.

Geography: AQA 7037

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

40% A LEVEL, 2 ½ hr PAPER

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

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

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

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

40% A LEVEL, 2 ½ hr PAPER

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

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

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

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

PERSONAL FIELDWORK INVESTIGATION 20% A LEVEL

A South Coast residential field trip will allow for a choice between physical or human data collection. A question or issue is developed by the pupil with teacher advice and guidance, group data collection is permitted but the write-up must then be the individual work of the student. A generous L6 period of time is set aside for this work; early completion of this unit leaves only the two final exam papers to complete in the U6. Pupils complete a one-day field trip in the first term and choose between a human place-based project in Bournemouth and a physical coastal project in Studland or Swanage.

History: CIE Pre-U 9769

History is a vast and compelling subject whose many facets provide means by which we can understand past and present worlds in a great variety of ways. In the Pre-U course all pupils will gain an understanding and appreciation for aspects of political, social, cultural and economic History. Moreover, they will develop an ability to analyse primary and secondary sources, and to discriminate between the work of historians. History, with its emphasis on both knowledge and analysis, works very well in most combinations of subjects (including the Sciences), and supports a very varied range of careers.

The department offers a great variety of courses, ranging from the 11th to the 20th centuries. It is our philosophy to encourage pupils to take an open-minded and adventurous approach to learning; the course will suit pupils who are eager to read and research, who are prepared to plunge into the complexities of new topics and periods, and who are willing to make connections between different eras and themes. To that end extensive co-curricular opportunities, including societies, speakers and trips, are offered in support. Our policy is also to offer periods that contrast with those (usually) studied at (I)GCSE, and we believe wholeheartedly in the value of the broader knowledge and comparative skills that such an approach will enable. Prospective historians will have the opportunity to fill in a questionnaire which will help us to ascertain which course will best suit them: they will then be allocated accordingly.

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

The courses we run are:

- 1. Medieval:** (a) England from the Saxons to the Plantagenets, including the Norman Conquest, Richard the Lionheart, John and Magna Carta; (b) Europe from Louis the Fat to the Black Death, including the Emperor Frederick Barbarossa, Philip Augustus and the rise of Florence and Venice; (c) the Crusades.
- 2. 17th-19th centuries:** (a) Great Britain from the Glorious Revolution to the factory age, including the growth of the British Empire, the Jacobite Rebellions, and rise of the Royal Navy; (b) Europe from the French Revolution to the Unification of Germany, including the Napoleonic Wars, the Bourbon Restoration, and the Italian Risorgimento; (c) *either* the English Civil War, *or* Napoleon.
- 3. 19th-20th centuries:** (a) Great Britain from World War One to the 1950s, including the interwar governments, the rise of Labour and the welfare state; (b) late 19th and early 20th century Europe, including the Bourbon Restoration, the Unification of Germany, and the Dreyfus Affair; (c) Russia in the age of Revolution.

The examinations are as follows. Please note that (a) and (b) in the course notes above correspond with Outline papers below, and (c) corresponds with the Special Subject paper.

BRITISH OUTLINE PAPER

2 hours 15 minutes, three essays, worth 25% of the whole.

EUROPEAN OUTLINE PAPER

2 hours 15 minutes, three essays, worth 25% of the whole.

SPECIAL SUBJECT

2 hours, three questions (two of which are on unseen sources), worth 25% of the whole.

PERSONAL INVESTIGATION

A 4000 word coursework essay on a subject of the candidate's choice, usually connected with one of the outline papers, worth 25% of the whole.

Mathematics & Further Mathematics: Edexcel 9MA0 & 9FMO

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

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

Paper 1: Pure Mathematics 1 (*Paper code: 9MA0/01)

Paper 2: Pure Mathematics 2 (*Paper code: 9MA0/02)

Paper 3: Statistics and Mechanics (*Paper code: 9MA0/03)

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

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

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

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

Paper 1: Core Pure Mathematics 1 (*Paper code: 9FM0/01)

Paper 2: Core Pure Mathematics 2 (*Paper code: 9FM0/02)

Paper 3: Further Mathematics Option 1 (*Paper codes: 9FM0/3A-3D)

Paper 4: Further Mathematics Option 2 (*Paper codes: 9FM0/4A-4G)

Mathematics in Context: Edexcel 7MC0

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

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

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

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

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

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

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

Modern Languages: French CIE Pre-U 9779, German CIE Pre-U 9780, Italian CIE Pre-U 9783, Spanish CIE Pre-U 9781 & Mandarin Chinese CIE Pre-U 9778, Russian Pre-U 9782

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

Assessment:

All examinations are taken at the end of the Upper Sixth. Each of the four component papers is worth 25% of the final mark. Examination length and assessment weightings vary slightly for Mandarin Chinese.

COMPONENT 1 - Speaking - c. 16 minutes

- Discussion of an unprepared newspaper article for 4 minutes followed by broader discussion for a further 4 minutes.
- Prepared topic discussion (about 8 minutes) For this students will have researched a topic related to French/German/Italian/Hispanic/Mandarin Chinese/Russian history, current affairs or culture (including art, cinema, literature and traditions).

COMPONENT 2 - Reading and Listening - 2 hours 15 minutes

- Reading passages with some questions in English and some in French/German/Italian/Spanish/Mandarin Chinese.
- Re-translation from English into French/German/Italian/Hispanic/Mandarin Chinese/Russian of about 75 words.
- Recordings with some questions in English and some in French/German/Italian/Hispanic/Mandarin Chinese/Russian.
- Guided summary (max. 100 words) of a recording of 250 words.

COMPONENT 3 - Writing and Usage - 2 hours 15 minutes

- Discursive essay of about 400 words in French/German/Italian/Hispanic/Mandarin Chinese/Russian. There is a choice of 5 subjects based on prescribed topic areas.
- A series of grammar tests.

COMPONENT 4 - Topics and Texts - 2 hours 30 minutes

- Essay of 350-500 words in French/German/Italian/Hispanic/Mandarin Chinese/Russian on a Cultural topic. They will have prepared two texts/films within the same topic with an emphasis on broad cultural knowledge rather than on literary/film criticism.
- 450-600 words in English on a single, prepared literary text. There will be a choice between a commentary and two essay titles. This part of the examination will promote literary appreciation through detailed textual analysis

Modern Languages: Arabic, Japanese, Mandarin Chinese GCSE & Italian IGCSE

Students following the A level/Pre-U curriculum can take a beginners' course in Mandarin Chinese, leading either to the Marlborough Certificate in Mandarin Chinese after one year or GCSE after two years. Japanese and Arabic can also be taken up, leading to GCSE in Japanese after one or two years, and to GCSE in Arabic after two years. Italian IGCSE is available as a one-year complementary course to those studying towards A level/ Pre-U qualifications.

Music: Edexcel 9MU0

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

Topics to be studied:

UNIT 1 9MU0/01

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

UNIT 2 9MU0/02

Composition (30%) - Coursework. A total of two compositions, one to a brief and one either free composition or set to another brief. The first composition must be at least 4 minutes in duration. The second composition must be from a list of briefs which will assess compositional technique, such as 4-part chorale writing, in the style of J S Bach. The total time across both compositions should be a minimum of 6 mins. The deadline for completion will be 15th May.

UNIT 3 9MU0/03

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

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

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

Music Technology: Edexcel 9MT01

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

Topics to be studied:

COMPONENT 1

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

Total of 60 marks.

COMPONENT 2

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

Total of 60 marks.

COMPONENT 3

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

Section A: Listening and analysing (40 marks)

Section B: Extended written responses (35 marks)

Total of 75 marks.

COMPONENT 4

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

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

Section B: Extended written response (20 marks)

Total of 105 marks.

Exercise and Sport Sciences: OCR H555

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

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

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

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

UNIT 2

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

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

UNIT 3

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

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

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

UNIT 4

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

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

Physics: EDUQAS A420QS

Physics is the most fundamental of the sciences, offering a very broad education. It is essential for students planning to study physical sciences or engineering at university, and is very useful for students wishing to study medicine or other sciences. It is also an acceptable course for most other degrees. A level mathematics is not necessary for those studying physics, although it does provide good support to the course: Additional support is provided for non-mathematicians.

The course is a linear one, involving three written exams at the end of the two-year course. Progress at key stages during the course will be assessed by the department.

The course has a strong practical element and pupils attaining a minimum standard in a set of core skills will be awarded an additional Practical Endorsement.

Topics to be studied:

Development of practical skills in physics. The practical skills in this module can be assessed within written examinations (externally) and within the Practical Endorsement (internally at the College).

COMPONENT 1

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

COMPONENT 2

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

COMPONENT 3

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

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

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

Assessment consists of three written papers taken at the end of the course.

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

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

Philosophy & Theology: CIE Pre-U 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 for study include Plato and Aristotle, questions about how we acquire knowledge, moral absolutism and relativism, the inspiration of Scripture, conscience, free will and determinism.

UNIT 2

Topics and Key Texts - Philosophy of Religion (35%) - Candidates are expected to cover a number of topics related to the overall theme of the chosen course, including Set Texts. The Set Texts for Philosophy of Religion will include extracts from John Polkinghorne and John Hick. Topics for study include Arguments for the Existence of God, Miracles, Revelation, Science and Religion and the Problem of Evil.

UNIT 3

Topics and Key Texts - Ethics (35%) - The Set Texts for Ethics will include extracts from Jean-Paul Sartre and John Stuart Mill. Topics for study include Utilitarianism, Virtue Ethics, Kant, Situation Ethics, and Natural Law, as well as the ethical issues surrounding Abortion, Business, the Environment, Euthanasia and War.

Politics: Edexcel 9PLO

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

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

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

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

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

COMPONENT 2 - UK Government & Optional Political Idea

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

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

COMPONENT 3 - Comparative Politics

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

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

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

Further Education and Careers

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

Psychology: AQA 7182

Psychology A-Level is the scientific study of human behaviour and is fairly multi-disciplinary; the course will cover elements from social psychology; anthropology; philosophy; maths; biology and neuroscience. Assessments will range from short answer recall questions, data response and manipulation, and longer essay questions. All students will sit three 2 hour exams at the end of the two years.

In order to understand human behaviour in a scientific manner, students will be encouraged to critically analyse the findings and conclusions of experiments; as well as the design and methods used. This entails calling into question the validity, reliability and ethics of the experiments and theories through the use of scientific language and development of argument; as well as the ability to understand and question the data produced by the scientists.

In addition, students will also develop the skills to carry out and write detailed reports on their own experiments as well as outlining the strengths and limitations of the techniques that they have employed. The ability to understand and critique the scientific process will be addressed through studying research methods throughout the two years and underpins all elements of the course.

In order to develop a deep understanding of the theoretical explanations of human behaviour students will also be expected to discuss and understand various psychological phenomena or disorders through the different approaches or schools of thought in psychology. This will involve students learning the history and main assumptions of the approaches alongside the scientific methods employed by each approach. They will be required to discuss the relevant strengths and weaknesses of each approaches' contributions to a given theory and then analyse which approach is the most successful in producing the most convincing explanation. The main approaches are; biological; cognitive; behavioural; psychodynamic and humanistic.

As students will be expected to not only apply knowledge of the various experiments, theories and concepts at a describe and outline level, but will also be expected to write detailed essays discussing the relevant strengths and limitations of the theory; therefore, it is pertinent that students are comfortable with writing essays.

The department offers a wide range of topics including;

Compulsory topics:

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

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

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

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

Biopsychology, including the nervous system, the endocrine system, localisation of brain function, biological rhythms.

Research methods, including experimental methods, design, sampling, descriptive and inferential statistics, display and manipulation of data and ethical considerations and guidelines.

Students will also study topics from a range of choices, which could include gender, schizophrenia, eating behaviour, stress, aggression and addiction.

The students will also have the opportunity to engage with up and coming research through attending lectures, various educational visits and engaging in private research.





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