

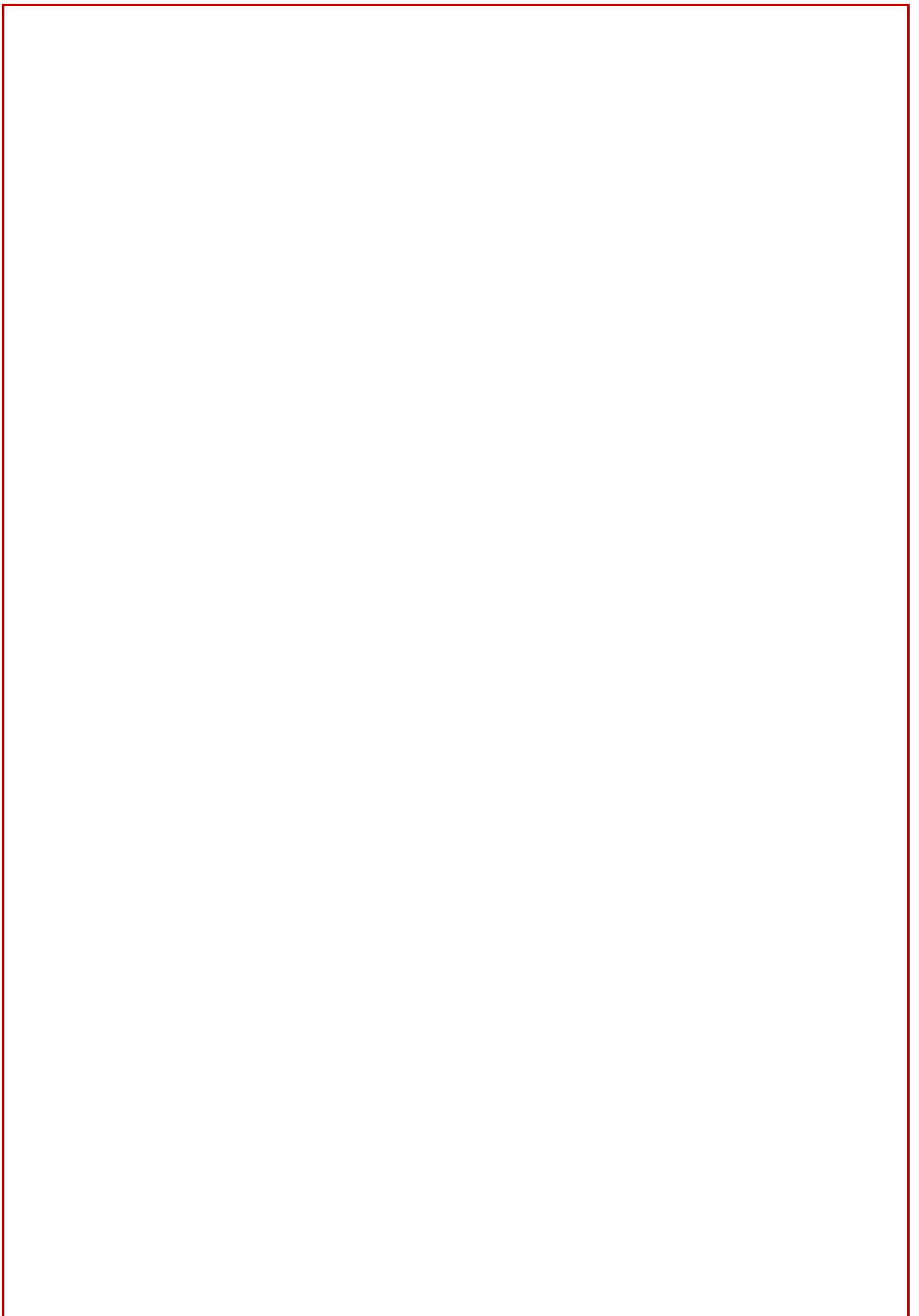


The Marlborough  
Science Academy  
*'shaping futures'*

# Curriculum 2016-17

## Student Choices For Years 9, 10 and 11





# Contents

|   |       |
|---|-------|
| Message to Students                           | 1-2   |
| Curriculum Pathways                           | 3-6   |
| Pathways and Progression – Advice to Students | 7     |
| Advice to Parents                             | 8     |
| English/English Literature                    | 9     |
| Mathematics                                   | 10    |
| Science                                       | 11-13 |
| Core Physical Education                       | 14    |
| Core Philosophy and Ethics                    | 15    |
| Art and Design                                | 16    |
| Business Studies                              | 17-18 |
| Child Development                             | 19    |
| Classical Civilisation                        | 20-21 |
| Computer Science                              | 22-23 |
| Dance   | 24-25 |
| Design & Technology - Resistant Materials     | 26    |
| Design & Technology - Textiles                | 27    |
| Drama   | 28    |
| Food Preparation and Nutrition                | 29-30 |
| French  | 31-32 |
| Geography                                     | 33    |
| Hairdressing and Beauty Therapy               | 34    |
| History                                       | 35-36 |
| ICT   | 37-38 |
| Media Studies                                 | 39-40 |
| Music   | 41    |
| Other Languages                               | 42    |
| Physical Education – GCSE                     | 43-44 |
| Physical Education – Vcert                    | 45    |
| Spanish                                       | 46-47 |
| Options Form (your copy)                      | 48-49 |
| Options Form                                  | 50-51 |

Dear Students, Parents and Carers,

In an ever changing educational landscape, here at Marlborough we continue to strive for excellence in our provision of a broad, balanced and relevant curriculum. We have been especially mindful to ensure that the curriculum provided is not only based on student ability but that it is also carefully crafted to meet the challenges of a new exam system in many subjects and to meet the needs and expectations of future employers and further education requirements.

Despite the constraints of a seemingly narrowed curriculum choice, we feel confident that as a consequence of extensive consultation with Governors and staff, all our students will be in a position to play to their strengths, set themselves up for the next leg of their journey, and be in a good place to tackle the rigours of an ever competitive workplace.

We were delighted with the following comments from Ofsted (2014):

“Teachers have strong subject knowledge and great enthusiasm for their subjects, which they use effectively to engage and challenge students’ in their learning and deepen their understanding through well planned activities and genuine debate.”

“Students commented that they enjoy the variety of different tasks and activities they are asked to do in lessons and this broadens their knowledge and enriches their learning experiences.”

There is undoubtedly less free choice for Year 8 students based on our delivery of the English Baccalaureate; but within all of our pathways we have put structures in place to ensure all students can build their own pathways in some way choosing the subjects they enjoy and are good at. We have also consulted with Heads of Faculty in key subjects to ensure that our thinking regarding individual pathways is sound.

To Year 8 students, you need to think very carefully about your choices. Ask your parents/carers, teachers and the careers staff for their advice. Think about your strengths and weakness, and choose subjects that you enjoy and do well at. It is important that you don’t choose a subject because of the teacher or your friends – you may be in a different group, and that ultimately may affect your performance.

There is a form to fill in at the back of this booklet. You need to complete the form with your parent/carer and return it to reception by **Monday 22<sup>nd</sup> February**.

There are two copies of the form so that you can keep one to remind you of your choices. It is important that you meet this deadline.

As always you will need to indicate a reserve choice because if there is not enough demand for a particular course then we may not be able to offer it.

In addition we have formed a partnership with St Albans Boys Army Cadet Unit and have a number of students who attend on a Friday evening from 3.30pm to 6pm. We are hoping to extend this to Year 9 next year so if this is something you would be interested in please indicate this on the form.

I am sure that you already know that Options Evening is on Wednesday 27<sup>th</sup> January at 6.00pm in Da Vinci Hall for forms 8AG, 8AS, 8BS and 8HA (students with surnames A-L) and 7pm in Da Vinci Hall if you are in form 8JG, 8JM, 8LB and 8HA (students with surnames M-Z). This is a crucial evening and everyone needs to attend.

Should you have any questions at all about the process or pathways please see your Form Tutor, Mrs A Cuell or anyone on the Leadership team.

Good luck.

Miss D Crook  
Deputy Headteacher



## Curriculum Pathways

### The Atom Curriculum

In years 9, 10 and 11 all students study English, Mathematics, Science, Philosophy and Ethics, Games, Citizenship, PSHCEE and Careers (taught through the curriculum). In addition students on the **Atom** Curriculum will be able to choose four more subjects including: Humanities, a Language plus two other optional subjects.

| <b>Atom</b>  |   |  |  |
|--|---|--|--|
| <b>Compulsory Subjects</b>   | <b>Block 1<br/>Choose 1 from</b>  | <b>Block 2<br/>Choose 1 from</b>   | <b>Block 3<br/>Choose 2 from</b>   |
| <ul style="list-style-type: none"><li>• English Language and Literature</li><li>• Mathematics</li><li>• Science</li><li>• Philosophy and Ethics</li><li>• PSHCEE/Careers (taught through the curriculum)</li><li>• Games</li></ul> | <ul style="list-style-type: none"><li>• Geography</li><li>• History</li></ul> | <ul style="list-style-type: none"><li>• French</li><li>• Spanish</li></ul> | <ul style="list-style-type: none"><li>• Art</li><li>• Business Studies</li><li>• Child Development</li><li>• Classical Civilisation</li><li>• Computer Science</li><li>• Dance</li><li>• Drama</li><li>• Food and Nutrition</li><li>• Media Studies</li><li>• Music</li><li>• Physical Education (GCSE)</li><li>• Resistant Materials</li><li>• Textiles</li></ul> |

You need to have studied a language at Key Stage 3 in order to opt for it at Key Stage 4.

Provision may be able to be made for gifted linguists to study a second language outside of the curriculum time as a twilight course.

If students who have been allocated the Atom pathway do not wish to follow this please talk to Miss Crook.

NB It may be possible for students to study two Humanities subjects, for example History and Geography, if you wish to do so please indicate this on your form.

## The Electron Curriculum

Students on the **Electron** curriculum follow the core of English, Mathematics, Science, Philosophy and Ethics, Games, Citizenship, PSHCEE and Careers (taught through the curriculum). In addition students on the **Electron** Curriculum will be able to choose one option from Block 1, either a Humanities or Language option, plus 2 further optional subjects from Block 2.

| <b>Electron</b>   |   |  |
|---|---|--|
| <b>Compulsory Subjects</b>  | <b>Block 1<br/>Choose 1 from</b>  | <b>Block 2<br/>Choose 2 from</b>   |
| <ul style="list-style-type: none"> <li>• English Language and Literature</li> <li>• Mathematics</li> <li>• Science</li> <li>• Philosophy and Ethics</li> <li>• PSHCEE/Careers (taught through the curriculum)</li> <li>• Games</li> </ul> | <ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• French</li> <li>• Spanish</li> </ul> | <ul style="list-style-type: none"> <li>• Art</li> <li>• Business Studies</li> <li>• Child Development</li> <li>• Computer Science</li> <li>• Dance</li> <li>• Drama</li> <li>• Food and Nutrition</li> <li>• Geography</li> <li>• History</li> <li>• Media Studies</li> <li>• Music</li> <li>• Physical Education (GCSE)</li> <li>• Resistant Materials</li> <li>• Textiles</li> </ul> |

NB It may be possible for students to study two Humanities subjects, for example History and Geography, if you wish to do so please indicate this on your form.

## The Proton Curriculum

Students on the **Proton** curriculum follow the core of English, Mathematics, Science, Philosophy and Ethics, Games, Citizenship, PSHCEE and Careers (taught through the curriculum). In addition students on the **Proton** Curriculum will be able to choose three more subjects including a Humanities, plus two other optional subjects.

| <b>Proton</b>  |   |  |
|--|---|--|
| <b>Compulsory Subjects</b>   | <b>Block 1<br/>Choose 1 from</b>  | <b>Block 2<br/>Choose 2 from</b>   |
| <ul style="list-style-type: none"><li>• English Language and Literature</li><li>• Mathematics</li><li>• Science</li><li>• Philosophy and Ethics</li><li>• PSHCEE/Careers (taught through the curriculum)</li><li>• Games</li></ul> | <ul style="list-style-type: none"><li>• Geography</li><li>• History</li></ul> | <ul style="list-style-type: none"><li>• Art</li><li>• Business Studies</li><li>• Child Development</li><li>• Dance</li><li>• Drama</li><li>• Food and Nutrition</li><li>• ICT (Cambridge National Certificate)</li><li>• Media Studies</li><li>• Music</li><li>• Physical Education (Vcert)</li><li>• Resistant Materials</li><li>• Textiles</li></ul> |

NB It may be possible for students to study two Humanities subjects, for example History and Geography, if you wish to do so please indicate this on your form.



## The Neutron Curriculum

Students on the **Neutron** curriculum follow the core of: English, Mathematics, Science, Philosophy and Ethics, Games, Citizenship, PSHCEE and Careers (taught through the curriculum). In addition students on the **Neutron** curriculum will be able to choose three more subjects from Block 1.

| <b>Neutron</b>  |  |
|---|--|
| <b>Compulsory Subjects</b>  | <b>Block 1<br/>Choose 3 from</b>   |
| <ul style="list-style-type: none"> <li>• English Language and Literature</li> <li>• Mathematics</li> <li>• Science</li> <li>• Philosophy and Ethics</li> <li>• PSHCEE/Careers (taught through the curriculum)</li> <li>• Games</li> </ul> | <ul style="list-style-type: none"> <li>• Art</li> <li>• Child Development</li> <li>• Dance</li> <li>• Drama</li> <li>• Food and Nutrition</li> <li>• Geography</li> <li>• Hairdressing and Beauty Therapy</li> <li>• History</li> <li>• ICT (Cambridge National Certificate)</li> <li>• Media Studies</li> <li>• Music</li> <li>• Physical Education (Vcert)</li> <li>• Resistant Materials</li> <li>• Textiles</li> </ul> |

NB It may be possible for students to study two Humanities subjects, for example History and Geography, if you wish to do so please indicate this on your form.

### **Cadets – this is available for students following any curriculum pathway**

In addition students may have the opportunity to be involved in an Army Combined Cadet Force. We currently have a Marlborough detachment that meet on a Friday evening, 3.30pm to 6pm at St Albans Boys School. Should this be of interest to you at this stage please indicate this on the options form at the back of this booklet.

### **Games**

All students must take Games for two lessons a week. Students opting for GCSE or Vcert Physical Education will have an extra five lessons of P.E. per cycle.

## **Pathways and Progression – Advice to Students**

Students have been allocated a curriculum pathway based on their progress and current levels of attainment in their core subjects, and through discussion with the respective Heads of Faculty to ensure that they have the best opportunity to succeed.

Students will be taking the new GCSE courses which are being phased in over the next three years. These will be graded 9-1, not A\* - G, with a 9 being equivalent to an A\*. A grade 5 will be the expected level of attainment for all students in English and Mathematics.

All of the curriculum pathways can lead into Post 16 study.

At Post 16 we offer a range of Level 3 and Level 2 courses. Performance at GCSE will determine which courses you are able to access.

In order to follow the Level 3 courses grades 9-5 need to be attained in your GCSEs including English Language and Mathematics. To access the Level 2 courses you will need at least 5 grades 9-1. You need to be mindful that University selection is now very dependent on overall GCSE performance.

All students on the Atom, Electron, Proton and some on the Neutron pathways should be aiming to go on to Level 3 studies.

The majority of students on the Neutron pathway should be aiming to achieve at least 5 grade 9-1 GCSEs and go on to study the Level 2 PIP (Pathway into Post 16) programme; this gives students the opportunity to prepare themselves for advanced (Level 3) courses. It is also designed to further support GCSE study in English and Mathematics if required.

Students may have the opportunity to start a Level 3 course and will also have access to some work experience and new Level 2 courses.

## Advice to Parents

We know that you will take time to discuss your child's choices with them and this is much appreciated. There are also a number of other ways that you can get advice from staff. These include:

- Attending the options meeting on **Wednesday 27<sup>th</sup> January 2016 at 6.00 pm in Da Vinci Hall if your child is in form 8AG, 8AS, 8BS and 8HA (students with surnames A-L) and 7pm in Da Vinci Hall if your child is in form 8JG, 8JM, 8LB and 8HA (students with surnames M-Z).**
- Reading through this booklet, particularly the subject pages.
- Contacting your child's Form Teacher if you have any particular questions the contact numbers and email addresses are available on the school website.
- Talking to your son/daughter about the options process, they have already received some help in PSHCEE, this will hopefully enable them to engage with you regarding any questions you may have.
- Attending Parent Consultation Evening – Monday 8<sup>th</sup> February from 3.40pm to 6.30pm in Da Vinci Hall.

**Please note that we can only run optional subjects if enough students opt for them.**

If you are still unsure you can contact us for further information as follows:

- Mrs A Cuell, Director of Learning for Year 8 on 01727 731363  
[A.Cuell@marlborough.herts.sch.uk](mailto:A.Cuell@marlborough.herts.sch.uk)
- Miss D Crook, Deputy Headteacher with responsibility for the curriculum on 01727 731334 email [d.crook@marlborough.herts.sch.uk](mailto:d.crook@marlborough.herts.sch.uk)



## English Language and English Literature

### Qualifications Gained:

GCSE English Language and GCSE English Literature

### List of the topics in the course:

Reading: plays, novels, short stories, poetry and journalism.

Writing: for a wide variety of different purposes and audiences.

Spoken Language: giving a presentation and responding to questions.

### Skills and interests, which will help you to do well:

Curiosity about people and society; willingness to tackle challenges; the ability to take care – to re-read and to re-draft in order to get things right; reading books and newspapers for yourself

### Types of tasks you will complete:

Work in groups, for example to prepare and lead a debate; improve your writing skills not just in essays but stories, letters and newspaper articles.



### Examination:

Both GCSEs are 100% examination and assessed at the end of Year 11. There are two examinations for English Language, Paper 1 (Fiction, 50%) – 1 hour 45 minutes and Paper 2 (Non-Fiction, 50%) – 1 hour 45 minutes and two for English Literature, Paper 1 (Shakespeare and the Nineteenth Century Novel, 40%) – 1 hour 45 minutes and Paper 2 (Modern Texts and Poetry, 60%) – 2 hours 15 minutes. Spoken Language is teacher assessed but does not contribute towards the final grade.

### What sort of jobs is English useful for?

The answer is almost everything! Confidence and sound qualifications in written and spoken English are the key that will help you to go on to Post 16 or College courses and open the door to a very wide range of careers.



## Mathematics

### Qualification Gained:

GCSE Mathematics grade 1-9 depending on the tier of entry.

Higher tier 4-9 Foundation tier 1-5

### List of the topics in the course

- Number
- Algebra
- Ratio and proportion
- Geometry and measure
- Probability and statistics.

### Types of tasks you will complete

You will be challenged with a variety of problem solving activities. You will improve your reasoning skills and develop confidence when answering mathematical style questions, both algebraically and numerically.



### Controlled Assessment

There is no controlled assessment required.

### Examination

Assessment is made up of 3 x 1 hour 30 minute exam papers:

- Paper 1 is non-calculator
- Paper 2 and 3 are calculator allowed

Many questions will involve problem solving/functional style of examination questions. All students follow a Linear GCSE Mathematics course. All of the assessment is taken at the end of the course.

### What sort of jobs it is useful for (almost everything!)

Most jobs will require you to have a qualification in mathematics as will Post 16 and college courses.

Economics

Medicine

Architecture

Engineering

Accountancy

Psychology

Computing

Information and Communication Technology

Banking

Insurance

Marketing

Business Management

Pharmacy

Sciences



## Science

### What are the courses like?

Science offers students the opportunity to explore major theories about the universe, the planet and everything that lives within it. Through this study, students will learn to appreciate the impact Science has on everyday life, along with developing an ability to think critically and apply scientific logic to a range of ideas and scenarios. Science GCSE takes students through the scientific process, looking at how information is obtained, the reliability of sources, the limitations of any conclusions drawn and the way we use this information in society to make decisions that directly impact their lives. Through their time in the Science Faculty, students will be encouraged to consider issues of Science met in everyday life, including health concerns, vaccination and sustainability.

Many students will want to expand their study of science, because they are interested in the subject, and also to provide grounding for possible further study of science, post GCSE.

### Skills and interests, which will help you to do well

An enquiring mind helps to develop the understanding of the concepts. Research skills are particularly useful to extend knowledge beyond what you will cover in class. An interest in up to date scientific issues is also helpful and students are encouraged to use readily available media sources to learn about Science happening day-to-day at the cutting edge.

### Types of tasks you will complete

The work is both theoretical and practical, understanding the facts and how they relate to our scientific knowledge and then exploring them in a hands-on scenario. Practical work is carried out both independently and through working in a group, and usually involves investigative work. All students are required to complete a range of compulsory experiments as part of the new GCSE course that will then be recorded in Lab Books in preparation for examination of their practical scientific ability.

### Where can I get more information about these courses?

The courses on offer are listed below. Students will be directed to the course that best suits them by the Science Faculty based on their target grades.

GCSE Biology

GCSE Chemistry

GCSE Physics

GCSE Science

GCSE Additional Science

We are currently awaiting new specifications before deciding upon the appropriate examination board to suit our students.

**From the Science Faculty**

Miss C Nugent

Head of Science

[C.Nugent@marlborough.herts.sch.uk](mailto:C.Nugent@marlborough.herts.sch.uk)

Miss H Parks

Key Stage 4 Coordinator (Combined)

[H.Parks@marlborough.herts.sch.uk](mailto:H.Parks@marlborough.herts.sch.uk)

Miss N Hinton

Key Stage 3 Coordinator (Single Science)

[N.Hinton@marlborough.herts.sch.uk](mailto:N.Hinton@marlborough.herts.sch.uk)

**From the Government**

Regulatory body that oversees all qualifications, the Qualifications and Curriculum

Authority: [www.qca.org.uk](http://www.qca.org.uk)

## Science at KS4

The Science faculty will suggest which is the best course for each student to follow. The decision is based upon test results, aptitude in Science, attitude to learning and possible progression route post-16.

| Course   | Qualification      | Grades available  | Who is the course for?  | Course Outline   | Career path   |
|--|--------------------|---|---|--|---|
| Single Sciences:<br><br>GCSE Biology<br>GCSE Physics<br>GCSE Chemistry | Separate GCSEs x 3 | 3 x grades 1-9<br>(the grades may be the same or different) | <ul style="list-style-type: none"> <li>• <b>Students achieving level 6a or higher at the end of Key Stage 3</b></li> <li>• Students who are able to learn science at an accelerated pace.</li> <li>• Students who enjoy understanding scientific concepts and ideas.</li> <li>• Students who enjoy reading about Science beyond the course.</li> <li>• Students who have a Science related leisure interest.</li> <li>• Students who can study independently</li> </ul> | Biology: 7 modules<br>Chemistry: 7 modules<br>Physics: 7 modules<br><br>This is the current outline however the new specification has yet to be confirmed.   | Students likely to study these sciences at 'AS' or 'A' level.<br><br>Students may have definite Science related career plans such as medicine, professional scientist, engineer or optician |
| GCSE Combined Science  | Separate GCSEs x 2 | 2 x grades 1-9  | <ul style="list-style-type: none"> <li>• Students achieving level 6b – 4a at the end of Key Stage 3</li> </ul>  | GCSE Combined Science:<br><br>Modules covered are the same as those in Single Science but include less content.<br>Specification options for different examination boards are being reviewed and have yet to be confirmed. | As above and study A-Level Applied Science.<br>Explore how science works in the real world.   |





## Core Physical Education

All students take part in Core PE for two hours per week. During this time students will cover some of the following modules:

### Key Stage 4 PE

Key Stage 4 PE has been developed for the needs of every student. Students are set into groups and work on a rotation system, taking part in the following activities: Netball, Trampolining, Football, Golf, Water Polo, Dance and Gymnastics, First Aid, Badminton, Basketball and Handball. Careful consideration is given to offering a broad educational curriculum.

### Fitness

This module will allow students to develop and test their individual levels of fitness. Students will look at their cardio-vascular fitness, strength, flexibility and core strength, learning how to plan and lead their own sessions.



**In addition to this we offer the following:**

### Leadership

Each student will learn how to lead sporting activities through a series of lessons aimed at improving core skills, such as organisation and communication. Students will pick a sporting area and gain the required skills to plan, organise and lead sessions with primary age students.

### Outdoor Adventurous Activities

Students will get the opportunity to experience a different side to the curriculum that allows school based challenges. Activities include team building, games, indoor caving and orienteering.

### Fitness First and Top Golf

During Year 11 students are allowed to make use of the fitness equipment at Fitness First, St Albans. Students attend the gym for 6 weeks during their PE lessons and they are taught how to design their own training programme. Students' are also offered the opportunity to attend Top Golf in Watford. This allows students to progress and develop the golf skills learnt in school.



## Core Philosophy and Ethics

Students will have the opportunity to discuss various philosophical questions and learn to form their own views and compare with others.

A small number of students may also have the potential to be entered for a short course GCSE examination at the end of Year 11.

### List of the topics in the course

Philosophy and Ultimate questions:

- The existence of God
- The problem of evil and suffering
- Religion and Science
- Immortality

### Skills and interests, which will help you to do well

The ability to understand others' point of view, good reading and writing skills.

### Types of tasks you will complete

Discussing ideas, reading, writing, watching videos, debates, group work and many others, including project work

### Controlled Assessment

There is no controlled assessment.

### Examination

If students were to be entered for the short course GCSE this would be assessed by a 1 hour 30 minute examination.

### What sort of jobs it is useful for

Welfare work, Social work, Police, Media, Teaching and any jobs where discussion and liaison with others is important.



## Art and Design

### Qualification Gained:

GCSE in Art and Design

### List of the topics in the course

During the three year course students will practise a number of skills such as painting, drawing, printing, 3-D, relief work, sculpture and design alongside exploring ideas and researching themes.

### Skills and interests, which will help you to do well

Motivation, a genuine interest in creative work, good drawing skills, good organisation, high standards and dedication.

### Types of tasks you will complete

Students work on four projects where they explore and investigate themes, trying to resolve problems creatively. This is all achieved with teacher's guidance and support.



### Controlled Assessment

Each project will consist of approximately six pieces of preparation work with one final artwork e.g. a painting. Students also take a 10 hour trial examination in Year 11.

### Examination

The examination is 10 hours, split over two days and is worth 40% of the total exam grade. Coursework throughout the two years is worth 60% of the end grade.

### What sort of jobs it is useful for

Art qualifications can lead into many fields of study such as graphics, painting, fashion, product design, architecture, teaching, web design, interior design, textiles etc. as well as being of general use in many other areas such as problem solving, organisation, developing work, research and investigating and communicating.



## **Business Studies**

### **Qualification Gained:**

GCSE Business

### **List of the topics in the course**

- Introduction to small businesses
  - Spotting a business opportunity
  - Showing enterprise
  - Putting ideas into practice
- Building a business
  - Marketing
  - Meeting customer needs
  - Financial management
  - The wider world effecting business



Work carried out will prepare students for eventual progression to employment or further training in the business sector. It will also increase students' knowledge and understanding of all areas of business through investigation, analysis and evaluation of a range of business activities, functions and processes.

### **Skills and interests, which will help you to do well**

An interest in the way businesses 'fit' into society and how they organise themselves and how to set up your own business. Also wanting to know what is expected of the people who work in business and how businesses manage their money. An ability to work independently at times and to develop research and investigation skills, along with having good ICT skills, will be very useful.

### **Types of tasks you will complete**

Study real businesses, carry out research outside the classroom, work in groups, individually, and prepare projects. Use computers to find out information and help produce your work.

### **Controlled Assessment**

25% of the course is assessed through controlled assessment comprised of one focussed, timed research assignment.

### **Examination**

75% of the course is assessed in the form of two examinations at the end of Year 11. A multiple choice examination lasting for 45 minutes and a written examination lasting for 1 hour and 30 minutes.

**What sort of jobs it is useful for**

This course equips you with skills which employers are looking for – this could be within retail, travel, administration, in fact anywhere!

Business courses are subject to change due to government reforms however this is the course we are hoping to follow.



## Child Development

### Qualification Gained:

Cambridge National vocational qualification at Level 1/Level 2 in Child Development (equivalent to one GCSE)

This qualification is recognised by Ofqual, DfE and by 16-19 providers as progression to A Level, Further Education or on to an apprenticeship or work.

### List of the topics in the course

All students will study three mandatory topics as follows:

- Health and well-being for child development
- Understand the equipment and nutritional needs of children from birth to five years
- Understand the development norms of a child from birth to five years

Areas studied will include:

Play, feeding, the child's needs, safety, physical development, emotional development, intellectual development, social development, the family, support for the family, playgroups and care facilities for the child.

### Skills and interests, which will help you to do well

Enthusiasm, willingness to discuss, interest in children. It would be beneficial if you have regular contact with a child between the ages of birth and 5 years.

### Types of tasks you will complete

Possibility of looking after a virtual baby, observation of young children, presentations to class, group work.



### Controlled Assessment

There are two tasks covering different aspects of the course:

- Understanding the equipment and nutritional needs of children from birth to five years (25%)
- Understand the development of a child from birth to five years (25%)

### Examination

One 1 hour and 15 minute examination on health and wellbeing for child development (50%)

### What sort of jobs it is useful for

Any of the caring professions, nursing, social work, child minder. It is also a good starting point for GNVQ Health and Social care or CACHE course in Child Development.



## Classical Civilisation

### Qualification Gained:

GCSE Classical Civilisation



### List of the topics in the course

City Life in Ancient Rome, Community Life in Pompeii, Epics and Myths in Ancient Greece, Culture and Society in Greek Theatre.

### Skills and interests, which will help you to do well

An interest in Ancient History especially Rome and Greece is helpful. The ability to evaluate sources of information, empathise with Ancient civilisations, and explore archaeological evidence using a variety of problem solving skills.

### Types of tasks you will complete

Evaluation of Ancient Greek texts. Exploration of Roman Gods, Buildings, Rituals and Slavery. Research into the demise of Pompeii and the city before the eruption. Enquiry into the Culture and Society of the Greek city states through practical work and debate.

### Controlled Assessment

The Culture and Society of Ancient Greece module is comprised of three practical workshops, research and debate followed by a 2000 word controlled assessment.

This comprises 25% of the final GCSE.

### Examination

City Life in Ancient Rome: One and a half hour written paper. (25%)

Epic and Myth in Ancient Greece: One and a half hour written paper (25%)

Community Life in Pompeii: One and a Half hour written paper (25%)

### What sort of jobs it is useful for

Careers can vary from those that use historical knowledge, in roles such as museum education, exhibitions officer, archivist or historic buildings inspector. Conservation officer or Archaeologist are other careers that knowledge of Classical Civilisations can be used for. Studying classics will highlight your ability to learn and comprehend challenging subjects. You will also develop your ability to research, collate and analyse materials and learn to critically evaluate resources in order to formulate arguments, which you can present competently. You will be able to work alone or within a team and to think imaginatively. These are all skills that would be transferrable to a number of different jobs ranging from the political world to a role in the legal profession.

### **School Trip**

The students that study Classical Civilisation will also have the opportunity to take part in a school visit to some of the ancient sites such as Herculaneum and Pompeii which enables them to have a deeper understanding of these and the aspects studied in class.

By climbing Vesuvius they will come to realise how massive an impact it's eruption had on the Bay of Naples; not only did it envelop two Roman towns it changed an entire landscape.





# Computer Science

## Qualification gained

GCSE Computer Science

## List of topics in the course

- Unit 1: Computer Systems  
This unit includes topics such as systems architecture, memory, wired and wireless networks, network topologies and system security.
- Unit 2: Computational thinking, algorithms and programming  
This unit will include topics such as algorithms, programming techniques, producing robust programs and computational logic.
- Unit 3: Programming project  
In this unit you will analyse a series of problems and use your programming skills to create software which solve each problem.

## Skills and interests which will help you to do well

- Strong Mathematical skills
- An analytical approach to solving problems
- Enjoy solving puzzles
- An interest in how computer systems work



## Types of tasks you will complete

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science.

## Controlled Assessment

20% of your work on this course will be assessed through controlled assessments. Unit 3 (the programming project) is the controlled assessment element. You will have 20 hours to complete your work.

## Examination

80% of your final mark will come from two written examinations at the end of the course. These examinations cover Unit 1 and Unit 2 detailed above.

**What sort of jobs is it useful for?**

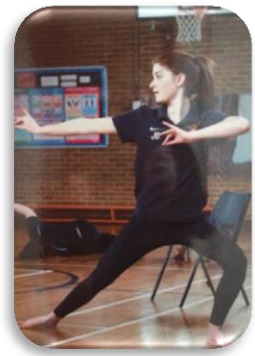
There is a huge shortage of ICT skills in the workforce and this qualification will open the doors to jobs in the Computing Science industry such as programming software or web apps. The skills you develop will also lend themselves to analytical jobs in Mathematics or Science industries.



## Dance

### Qualification Gained

GCSE Dance



### List of Units and topics in the course

- Component 1: Performance and choreography
- Component 2: Dance appreciation

### Skills, Interests which will help you to do well

The course enables candidates to develop skills, knowledge and understanding of dance as choreographer, performer and critic through:

- Applying and adapting a wide range of skills and techniques effectively in performing and choreographing dance, including the ability to improve
- Creating dances for a range of purposes and in response to different stimuli
- Developing the ability to analyse, evaluate and appreciate dance.

Candidates will also appreciate the contribution of dance to their personal and social health, fitness and wellbeing and be aware of the range of opportunities and pathways available in dance.

### Equipment

Uniform - dance leggings plain no patterns or details. Plain black leotards (for assessments), Regular P.E kit to warm up in. No jewellery and students are expected to dance in bare feet.

### Types of tasks you will complete

Students will take part in numerous practical workshops, performances and classes. In these sessions students will explore a variety of skills through the medium of contemporary dance and choreography. Students will learn set phrases as a soloist working on technical skills, as well as developing these set phrases into a duet/trio performance developing their performance skills. Students will also develop their skills of dance analysis, evaluating different professional set works and drawing their own conclusions and opinions in a critical way.



## **Controlled Assessment**

60% of the work on the course is controlled assessment and this is split into two components, Performance and Choreography. It is assessed in the following ways:

### **Performance**

- Set phrases through a solo performance (approximately 1 minute in duration)
- Duet/trio performance (3 ½ minutes)
- 30% of GCSE
- 40 marks (15 marks for set phrases and 25 marks for duet/trio performance)

### **Choreography:**

- Solo or group choreography – a solo (2-2 ½ minutes) or a group dance for two to five dancers (3-3 ½ minutes)
- 30% of GCSE
- 40 marks

## **Examination**

A 1 hour and 30 minutes examination worth 40% of the final grade

### **What's assessed?**

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

### **What sort of jobs it is useful for**

Employment in the Performing Arts sector as a dancer or dance teacher or to progress on to further education or a vocational qualification.



## Design and Technology – Resistant Materials

### Qualification Gained:

GCSE Design & Technology – Resistant Materials



### List of the topics in the course

The design process, role of the designer, shaping and joining a range of materials, design and make exercises, product analysis and computer aided design and manufacture.

### Skills and interests, which will help you to do well

- An interest in how things work
- Model making
- An interest in Design
- An enjoyment gained from making.



### Types of tasks you will complete

- Mini design and make projects
- Designing and making projects from a range of materials (wood, metal, plastic)
- Gaining knowledge of materials and how they can be shaped and joined.
- Modelling techniques
- Using computers to design and manufacture products

### Controlled Assessment

The Controlled Assessment project of approximately 50 hours duration consists of a design and make project with an accompanying design folder – 50% of the final grade.

### Examination

There will be a written examination – 50% of the final grade.

### What sort of jobs it is useful for

Occupations where designing and making are important. Students who have taken the course at Marlborough have gone on to study Engineering, Architecture, Civil Engineering, Joinery, Craft careers, product design, Graphic design and furniture design. The course also provides a pathway into manufacturing apprenticeships and also A level Product Design.



## Design and Technology – Textiles

### Qualification Gained:

GCSE Design and Technology - Textiles

### List of the topics in the course

Fabric construction, production-planning systems, materials and components, industrial practices, computer aided manufacture and design, health and safety, colouring textiles, fabric properties and applications, recycling and the environment.



### Skills and interests, which will help you to do well

Artistic skills/any creative skills such as embroidery, toy making etc.  
Interest in fashion, furnishings etc.

### Types of tasks you will complete

Painting and colouring fabrics, hand embroidered pin cushion, scarf, beaded Christmas card, soft furnishings (cushions, table runner or mats, mini quilt), bag.

### Controlled Assessment

The controlled assessment is a design and make project made up of a design portfolio and practical elements. Overall the controlled assessment makes up 50% of the final grade.

### Examinations

There will be a written examination worth 50% of the final grade.

### What sort of jobs it is useful for

Fashion design, graphics design, and theatre – dress design.  
Entry into Post 16 studies at AS and A level courses.





## Drama

### Qualification Gained:

GCSE Drama



### List of the topics in the course

Drama is made up of elements of practical work alongside evaluation and analytical written work reflecting on the practical process. There is a selection of set texts to be studied alongside students devising their own performance work from stimuli. The new specifications are currently being finalised, we will be selecting a specification based on set texts offered and the ratio of practical to theory work to suit the students in the cohort.

### Skills and interests, which will help you to do well

The ability to work with others; interest in drama; willingness to develop drama skills; co-operation; good communication skills; good use of imagination.

### Types of tasks you will complete

Students will develop performance work both from a script and devised, this may be as a group, in pairs or as a solo performer. There will be opportunities to perform on the stage for an audience. Students also have the option to select a technical aspect for some of their assessment; this can include sound, costume or lighting.

Students will study set texts learning how to analyse the play as well as exploring it practically. Studies will incorporate theatre practitioners and their different styles and genres. All students will visit the theatre to develop their critical understanding and evaluate their experience.

### Controlled Assessment

Currently the specification hasn't been confirmed. Controlled Assessment will most likely take the form of practical coursework with working log books about the development of the students work.



### Examination

An examination - 40% of the final grade. This examination will cover directorial interpretations of set texts and evaluation of live theatre experiences.

### What sort of jobs it is useful for

Apart from careers in the arts and teaching, Drama develops public speaking, presentation skills, critical thinking, team work, cultural awareness and personal reflection.

The transferrable skills from Drama are important in developing skills which will be invaluable in the workplace. Many of our students go on to study A level Drama and Theatre here at Marlborough then on to higher education courses in the arts. However students find Drama a great facilitating subject for careers including Law, English, Journalism, Broadcasting and Education.

## Food Preparation and Nutrition

### Qualification Gained:

GCSE Food Preparation and Nutrition

### List of the topics in the course

Food, nutrition and health, food science, food safety, food choice and food provenance.



### Knowledge and skills gained

Food preparation and cooking, cooking methods, nutritional value and the role of food commodities, meal planning, balanced diets, nutritional needs of groups, nutrition and health, function of nutrients, additives in food, food safety and preservation, consumer education.

### Skills and interests, which will help you to do well

A love of food, enjoy cooking, enthusiasm, an interest in different types of foods and types of cooking.

Please also be aware that students need to be committed to bringing their own ingredients for the practical lessons. (On average this is once a week and on occasion may include more than one dish or experimental work).

### Types of tasks you will complete

You will cook a range of dishes and use a range of technological equipment found in domestic kitchens. You will design foods, make food products, taste foods and evaluate foods.

### Controlled Assessment

The controlled assessment makes up 50% of the final grade. There are two tasks, both of which include practical work:

- Task 1: Food investigation  
This task looks at students' understanding of the working characteristics, functional and chemical properties of ingredients. This is assessed by the production of a hand written or electronic report (1,500 – 2,000 words) including photographic evidence of the practical investigation.
- Task 2: Food preparation assessment  
This task looks at students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. This is assessed by a written or electronic portfolio including photographic evidence.



**Examination**

A one hour 45 minute examination, worth 50% of the final grade, which will assess theoretical knowledge of food preparation and nutrition from all topics

**What sort of jobs it is useful for**

Any of the catering professions, food technologist, dietician, chef, food photography, environmental health, home economist, product developer, food writer, food demonstrator, a variety of careers within the food processing industry. It is also a useful starting point to various college courses such as Hospitality and Catering and A level Food Technology.



## French

### Qualification Gained:

GCSE French

### List of the topics in the course

During the course you will cover the following three broad themes at either Foundation or Higher level depending on your ability. These are:

1. Identity and Culture
2. Local, national, international and global areas of interest
3. Current and future study and employment



### Skills and interests, which will help you to do well

An interest in communicating with people from different cultures and countries.

ICT and independent learning is increasingly important for students aspiring to attain the higher grades.

### Types of tasks you will complete

The GCSE language course aims to develop understanding and communication in the foreign language across all four skills of Listening, Speaking, Reading and Writing. Students will develop and use their knowledge and understanding of grammar.

The Modern Foreign Language Faculty is particularly keen to encourage the use of a variety of resources via the school's VLE.

### Essential equipment

You will need a bilingual dictionary with verb tables. Core home learning is the Key Stage 4 workbook and the ActiveLearn online interactive package. Revision guides and workbooks are also advisable. All books may be purchased through Schoolcomms.

### Examination

You will be entered for final examination in one of two tiers – Foundation or Higher Tier in listening, speaking, reading and writing at the end of the course. Each of the 4 skills carries an equal weight of 25%. There is no coursework or controlled assessment. The Foundation Tier covers grades 1 to 5. The Higher Tier is for grades 5 to 9.

### What sort of jobs it is useful for

The ability to speak languages is useful in all kinds of professions and jobs especially as more and more opportunities to work throughout the European Union are available for people from the UK. Many companies are multinational and employees who speak other languages will always have an advantage over others.

Careers in areas such as travel companies, airlines, banking and accountancy, publishing, manufacturing, marketing, teaching and the diplomatic service require knowledge of languages.

**A modern foreign language forms part of the English Baccalaureate and many universities consider language qualifications as part of their selection criteria.**



# Geography

## Qualification Gained:

GCSE Geography

## List of the topics in the course

Earthquakes, volcanoes, rivers and flooding, coasts, population, globalisation, trade, aid, global resources, environmental issues, rainforests, map skills, sustainability, energy and geographic information systems.

## Skills and interests, which will help you to do well

Interests in current affairs, environmental issues, people, watching the 'right' TV programmes, good reading including broadsheet newspapers, researching and discussion skills.

## Types of tasks you will do

- Atlas
- Data analysis
- Data presentation
- Decision making
- Empathy skills (understanding other people's points of view)
- Field sketching
- Fieldwork
- G.I.S. (Geographical Information Systems)
- Hazard mapping
- I.T. skills
- Literacy
- Note taking
- Numeracy
- Ordnance Survey map skills
- Paired work
- Photo analysis
- Presentations
- Reading
- Research
- Risk analysis
- Sequencing
- Watching videos

## Examination

- Unit 1: Managing Places in the 21<sup>st</sup> Century (37.5%)
- Unit 2: The Hostile World (37.5%)
- Unit 3: Fieldwork investigation (25%)



## What sort of jobs it is useful for

Volcanologist (studies volcanoes), seismologist, accountancy, business analyst, town planning, conservation work, leisure and tourism, engineering, surveying and management, energy, sustainability, geographic information systems specialist and management. Geography is a good general qualification for entrance into large firms at all levels as it provides such a wide range of skills e.g. interpreting data, presenting data, awareness of current global issues etc.

# Hairdressing and Beauty Therapy - Batchwood School

## Qualification Gained:

VTCT Level 2 Certificate in Hairdressing and Beauty Therapy (equivalent to one GCSE)

## List of topics in the course

This course aims to give students an insight into the hair and beauty industry. Students will learn how to do a range of treatments to a professional standard, as well as look at the elements needed to work in a hair or beauty salon or run a successful hair or beauty business.

As well as giving students an insight into the hair and beauty industry the course is also designed to address and build overall confidence and self-esteem in students; to help promote and encourage personal growth, development and further advancement.

## Types of Tasks you will complete

Students are required to complete 2 mandatory units and 2 optional units from the following:

### Mandatory Units

- Understanding the hair and beauty sector
- Hair and beauty research project

### Optional Units

- Enterprise in the hair and beauty sector
- Marketing hair and beauty products and services
- Hair and beauty science
- Responding to a hair and beauty design

## Examination

Students carry out three assessments based on the above units and a written examination.

## What sort of jobs is it useful for

Working in the hair and beauty industry, communication, customer service, selling and marketing.

This qualification provides learners with a solid foundation in hairdressing services.

This is a preparation for work qualification, which develops learners' practical capability in skills such as shampooing and conditioning hair, styling men and women's hair, manicuring and make up application. Learners will also develop knowledge, understanding and skills in essential areas, including health and safety and working with others. This qualification is part of the Foundation Learning suite, and is supported by Habia, the Standards Setting Body (SSB) for hair and beauty, and is informed by the hairdressing National Occupational Standards (NOS).



# History

## Qualification Gained:

GCSE History

## List of the topics in the course

- America, 1920–1973: A mixture of social, economic and political history in the inter and post-war periods.
- Interwar International Relations, 1918–1939: The aims, terms and impact of the Treaty of Versailles. The formation of the League of Nations, its aims, challenges and ultimate collapse. The causes and outbreak of WW2, including Hitler's policies and actions, and the policies of other nations for example appeasement.
- Medicine and Health in Britain, c1000 to the present day:  
The development of understanding of disease, infection and the treatment of ailments including the development of surgery and public health from medieval England to the Welfare State.
- Elizabethan England, c1568–1603:  
Elizabeth's court and Parliament; her ministers, the problem of marriage, poverty and leisure. Mary Queen of Scots, the Armada and the study of a historic site.

## Skills and interests, which will help you to do well

The ability and desire to read and write fluently is helpful. A love of History is important. Specifically a passion for learning about the past, for example how and why events and changes occurred. Students should have an inquisitive nature to enable them to develop their source work skills as well as broadening their knowledge and understanding.

## Types of tasks you will complete

- Written tasks, both short and extended answers.
- Research tasks.
- Presentations to the class.
- Use of video footage and films.
- Analytical study of sources.
- Use of diagrams.



## Examination

The complete course is assessed in two examinations at the end of the course in the summer of Year 11:

- Paper 1 - America, 1920–1973 (25%) and Conflict and tension, 1918–1939 (25%)
- Paper 2 - Britain: Health and the people (25%) and Elizabethan England, c1568–1603 (25%)

**What sort of jobs it is useful for**

History is a well-established subject which colleges and employers both recognise as challenging and valuable. We develop many useful skills including the ability to interpret information, to evaluate information in order to establish if it is useful or reliable, to use information to reach a judgement and to be able to explain and justify that judgement. These are skills used in other subjects, many jobs and everyday life.

History is an excellent qualification to have for further learning and education. It contributes towards the skills required for careers in law, journalism, and numerous corporate jobs. Because it also strengthens writing, communication and analytical skills essential for most jobs, it a very popular qualification to have.

# Information and Communication Technology (ICT)

## Qualification gained

Cambridge National Certificate in ICT

## List of topics in the course

- Unit 1: Understanding Computer Systems
- Unit 2: Using ICT to create business solutions
- Unit 3: Creating an interactive multimedia product
- Unit 4: Creating digital images



## Skills and interests which will help you to do well

- Creativity skills
- Exploratory and investigation skills
- ICT skills including:
  - an understanding of interactive software packages, platforms and hardware
  - an understanding of image types and file types
  - an understanding of internet technologies and capabilities
- Communication skills
- Problem solving skills

## Types of tasks you will complete

You will work on a series of practical tasks which solve the kind of issues that creative ICT professionals will tackle in real life. Amongst other things, these will include:

- Working with Photoshop to develop graphic images
- Building interactive websites
- Creating computer animations
- Designing 3D structures using Computer Aided Design

## Controlled Assessment

75% of your work on this course will be assessed through controlled assessments. In these practical tasks you will use your technical skills to create interactive websites, animations, graphics and much more. You will also develop the ICT skills many workplaces are looking for e.g. in the use of spreadsheets, presentations and databases.

## Examination

Unit 1 is an exam and is worth 25% of your final mark. This unit will provide you with the knowledge and understanding required to use computer systems effectively. You will develop your knowledge and understanding of the systems they use both at home and at school and will explore how these same technologies are used by business organisations.



**What sort of jobs is it useful for?**

There is a huge shortage of ICT skills in the workforce and this qualification will open the doors to ICT jobs including web design, app creation, graphic design, and ICT-support within business. It is also worth noting that ICT skills are essential in almost all modern jobs so this qualification will make you highly employable.



## **Media Studies**

### **Qualification Gained**

GCSE Media Studies

### **List of Topics on the course:**

The course consists of two units.

Underpinning the key concepts, the subject content is classified according to the following media forms/platforms:

- Print and Electronic Publishing including newspapers, comics, magazines etc.
- Moving Image: Television, Film, and Video.
- Radio including commercial, network, public broadcasting, community etc.
- Web-based Technologies/New Media including Internet, web design, social networking, weblogs, vblogs, podcasts, gaming etc.
- Advertising and Marketing – including advertisements in print publications, on radio, on television, in the cinema, film trailers, billboards etc.
- Popular Music – including Artistes & Repertoire (A & R), promotion, marketing etc.
- News – including television, newspapers, internet, radio etc.

Candidates must cover at least three discrete media forms/platforms

### **Skills and interests which will help you do well**

An interest in the media including newspapers, magazines, advertising, television, film, radio and popular music.

### **Types of tasks you will complete**

Media Studies offers you:

- Extensive and meaningful coverage of media theory and practice
- Practical work which integrates theories and concepts
- A choice of assignments for production and pre-production
- The chance to study across a range of different media
- Opportunities to learn about real media products and industries
- Combination of written and oral assessments, presentations and practical projects.

### **Controlled Assessment**

Controlled assessments make up 60% of the assessment and the external assessment counts for 40%. (Please be aware that this weighting may change).

Unit 1 is externally assessed and requires candidates to investigate a pre-released media topic and to undertake research and planning in order to respond to four tasks.

Unit 2 comprises of three controlled assessments which require candidates to build on their understanding of the media key concepts for their own pre-production planning, leading to a realised production for assignment 3.

The topic for Unit 1 changes each year and the topics for Unit 2 are taken from assignment banks that allow for personal choice and flexibility.

**What sort of jobs is it useful for**

Any form of journalism or media based career. This includes web design, branding, design, copywriting, design layout, film, television and the fastest growing department of any business; social media strategy and implementation. Media Studies teaches critical thinking skills that are also transferable across many other careers.



## Music

### Qualification Gained:

GCSE Music

### List of the topics in the course

Instrumental or vocal performing, composing music based on the musical elements, listening and responding to musical styles and learning based on your individual musical interests.

### Skills and interests, which will help you to do well

Music is offered to students with a keen interest in performing and composing and a desire to extend their musical horizons. An ability to play a musical instrument and read music or having experience of vocal performing is of considerable advantage. Students are encouraged to perform at school concerts, the M festival, public events and to start a band or group.

### Types of tasks you will complete

Students develop their performing skills throughout the course with visiting professional musicians and teachers from the Hertfordshire Music Service. The school provides **free 30 minute instrumental or vocal lessons** and students will have to perform a solo and ensemble piece of their choice as part of the final examination.



### Controlled Assessment

Students will have to compose two pieces of music based on a combination of musical elements. The use of music technology is encouraged which assists students with multi-textured composition, sounds and playback.

### Examination

There is one written paper relating to recorded examples of historical, world and popular musical styles.

### What sort of jobs it is useful for:

Creative industries, new media, composer, music industry, music retail, teaching, education consultant, DJ, Artists and Repertoire (overseeing the artistic development of recording artists/song writers), record producer, performer, record promoter, music therapist, conductor, sound engineer, pro audio, arts consultant, video editor, events manager and many more.



## Other Languages

The Modern Languages Faculty is keen to offer students with special linguistic abilities (e.g. bi-lingual or from a specific cultural background) the opportunity to take a GCSE in their language. Although we are not always in a position to offer tuition in these languages, we can supply past examination papers and instruction on procedures and requirements. We will also provide examiners for any speaking components.

The course requirements for other languages vary depending upon the language and the examination board.

### Languages Supported

Spanish Portuguese Italian  
Dutch Russian Polish  
Bangla Gujarati Urdu Punjabi  
Modern Greek Arabic Turkish  
Japanese Chinese

New GCSEs are always being added so check with the Head of Languages if your language is not included here.

#### Assessment

This varies depending upon the language and the examination board. Students and parents will be given specific and detailed information. Some qualifications such as Japanese or Chinese can be taken without a speaking component.

#### Progression/careers

The ability to speak languages is useful in all kinds of professions and jobs, especially as more and more opportunities to work throughout the European Union and further afield are available for people from the UK. Many companies are multinational and employees who speak other languages will always have an advantage over others. Careers in areas such as travel companies, airlines, banking and accountancy, publishing, manufacturing, marketing, teaching and the diplomatic service require knowledge of languages. Many universities consider language qualifications as part of their selection criteria.

#### GCSE

We welcome the opportunity at Marlborough School to celebrate our students' varied cultural backgrounds, and an early GCSE qualification often develops self confidence in students which can help in other curriculum areas.

## Physical Education

### Qualification Gained

GCSE Physical Education

GCSE Physical Education provides students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development.

### List of topics in the course

#### Component 1

- Anatomy and physiology
- Movement analysis
- Physical training
- Use of data

#### Component 2

- Health, fitness and wellbeing
- Sports psychology
- Socio-cultural influences
- Use of data



### Course Outcomes

The course requires students to have motivation and a true interest in a wide range of sports. Students also need the ability to work well with others and to be organised and confident. They will also be expected to participate in physical activity both in and out of school hours.

The course enables students to become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in their performance in a variety of roles such as player/participant, leader and official.

It enables students to develop their ability to engage independently and successfully in different types of physical activity, and to develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.

### Controlled Assessment

The practical unit is worth 40% and is assessed under controlled conditions; students have to undertake two different controlled assessment tasks.

Task 1: Students must offer three performances from a range of activities (30%).

Task 2: Students need to undertake an analysis of performance in a selected physical activity and a personal exercise programme (10%).

## Examination

The written examination is worth 60% and consists of two examinations; one lasting for 1 hour and 45 minutes (36%) and one lasting 1 hour and 15 minutes (24%).

### What sort of jobs is it useful for

Professional athlete/ sports person

Sports centres

Sports coaching/ leadership

Teaching/ Lecturing

Leisure centres

Outdoor activities centres

Physiotherapy/sports rehabilitation

Sports development officer

Sporting officials

Fitness instructors

Sports management

Sport Psychology





## Physical Education

### Qualification Gained

Vcert level 2 in Health and Fitness

This qualification will provide students with experience of using different training methods and techniques. It will also provide them with the opportunity to develop and experience their own fitness programme.



The objectives are to help students prepare, plan and develop a personal health and fitness programme. To understand the benefits of fitness, functions of the main body systems and the benefits of a healthy balanced diet.

### List of topics in the course

Four units are completed over the course

- Unit 1: The principles of health and fitness – looks at the main components of fitness and the principles of training.
- Unit 2: Healthy lifestyles – looks at how food and physical activity can contribute to a healthy lifestyle.
- Unit 3: Preparing and planning for health and fitness – students will learn about the factors that affect a health and fitness plan.
- Unit 4: Develop a health and fitness programme – students will bring together all the learning of the course to develop a health programme.

### Course Outcomes

The course is assessed in two ways;

1. Internal assessment – portfolio of evidence. This will be graded by the teachers and externally moderated by the exam board
2. External assessment – External assessment paper. This will be graded by the exam board.

Students are graded in the following ways;

- Pass – students have met all the criteria set for the course
- Merit – students have met all the criteria set for the course to a good standard
- Distinction - students have met most of the criteria set for the course to a high standard
- Distinction \* - students have met all the criteria set for the course to a high standard

### What sort of jobs is it useful for

After completing this qualification students' would be able to continue their studies should they wish on the level 3 BTEC National at the school 6<sup>th</sup> form. This could lead to many careers in the future such as PE teacher, physiotherapist, sports coach, sport psychologist, sports agent, sports reporter.



## **Spanish**

### **Qualification Gained:**

GCSE Spanish

### **List of the topics in the course**

During the course you will cover the following three broad themes at either Foundation or Higher level depending on your ability. These are:

1. Identity and Culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

### **Skills and interests, which will help you to do well**

An interest in communicating with people from different cultures and countries.

ICT and independent learning is increasingly important for students aspiring to attain the higher grades.

### **Types of tasks you will complete**

The GCSE language course aims to develop understanding and communication in the foreign language across all four skills of Listening, Speaking, Reading and Writing. Students will develop and use their understanding of grammar.

The Modern Foreign Language Faculty is particularly keen to encourage the use of a variety of resources via the school's VLE.

### **Essential equipment**

You will need a bilingual dictionary with verb tables. Core home learning is the Key Stage 4 workbook and the ActiveLearn online interactive package. Revision guides and workbooks are also advisable. All books may be purchased through Schoolcomms.

### **Examination**

You will be entered for final examination in one of two tiers – Foundation or Higher Tier in listening, speaking, reading and writing at the end of the course. Each of the 4 skills carries an equal weight of 25%. There is no coursework or controlled assessment. The Foundation Tier covers grades 1 to 5. The Higher Tier is for grades 5 to 9.

### **What sort of jobs it is useful for**

The ability to speak languages is useful in all kinds of professions and jobs especially as more and more opportunities to work throughout the European Union are available for people from the UK. Many companies are multinational and employees who speak other languages will always have an advantage over others.

Careers in areas such as travel companies, airlines, banking and accountancy, publishing, manufacturing, marketing, teaching and the diplomatic service require knowledge of languages.

**A modern foreign language forms part of the English Baccalaureate and many universities consider language qualifications as part of their selection criteria.**



## Your Copy to Keep At Home

### Year 9, 10 and 11 Options Form

Name ..... Form.....

Fill in your choices in the relevant sections below according to the curriculum pathway that you have been offered. Please note that optional subjects will only run if enough students opt for them. You need to complete a reserve choice as it is not always possible to give everyone their first choice.

#### The Atom Curriculum

|                                 |   | Select One           | Select One        | Choose two from  |
|---------------------------------|---|----------------------|-------------------|--|
| S<br>E<br>C<br>T<br>I<br>O<br>N |   | Geography<br>History | French<br>Spanish | Art, Business Studies, Child Development, Classical Civilisation, Computer Science, Dance, Drama, Food and Nutrition, Media Studies, Music, Physical Education (GCSE), Resistant Materials, Textiles |
|                                 |   | 1                    | 1                 | 1  |
|                                 | 1 | Reserve Choice       | Reserve Choice    | 2  |
|                                 |   |                      |                   | Reserve Choice   |

#### The Electron Curriculum

|                                 |   | Select One                                | Choose two from  |
|---------------------------------|---|---|--|
| S<br>E<br>C<br>T<br>I<br>O<br>N |   | Geography<br>History<br>French<br>Spanish | Art, Business Studies, Child Development, Computer Science, Dance, Drama, Food and Nutrition, Geography, History, Media Studies, Music, Physical Education (GCSE), Resistant Materials, Textiles |
|                                 |   | 1   | 1  |
|                                 | 2 | Reserve Choice                            | 2  |
|                                 |   |   | Reserve Choice   |

### The Proton Curriculum

|  | Select One           | Choose 2 from   |
|--|----------------------|---|
| S<br>E<br>C<br>T<br>I<br>O<br>N<br><br>3 | Geography<br>History | Art, Business Studies, Child Development, Dance, Drama, Food and Nutrition, ICT (Cambridge National Certificate), Media Studies, Music, Physical Education (Vcert), Resistant Materials, Textiles |
|  | 1                    | 1   |
|  | Reserve Choice       | 2   |
|  |                      | Reserve Choice  |

### The Neutron Curriculum

|  | Choose 3 from  |
|--|--|
| S<br>E<br>C<br>T<br>I<br>O<br>N<br><br>4 | Art, Child Development, Dance, Drama, Food and Nutrition, Geography, Hairdressing and Beauty Therapy, History, ICT (Cambridge National Certificate), Media Studies, Music, Physical Education (Vcert), Resistant Materials, Textiles |
|  | 1  |
|  | 2  |
|  | 3  |
|  | Reserve Choice   |

#### Humanities

I would like to take a second Humanities course instead of my 2<sup>nd</sup>/3<sup>rd</sup> option choice

#### Languages

I would like to be considered for a twilight language course in: French  Spanish

#### Cadets

If possible I would be interested in joining the Army Cadet Force at Marlborough   
I am not currently a member of a Cadet Force

I am currently a member of \_\_\_\_\_ Cadet Force

I have read the booklet and agree with my son/daughter's choices for Years 9, 10 and 11

Signed ..... Parent/Carer

## Return this Copy to the Main School Reception

### Year 9, 10 and 11 Options Form

Name ..... Form.....

Fill in your choices in the relevant sections below according to the curriculum pathway that you have been offered. Please note that optional subjects will only run if enough students opt for them. You need to complete a reserve choice as it is not always possible to give everyone their first choice.

#### The Atom Curriculum

|  | Select One           | Select One        | Choose two from  |
|--|----------------------|-------------------|--|
| S<br>E<br>C<br>T<br>I<br>O<br>N<br><br>1 | Geography<br>History | French<br>Spanish | Art, Business Studies, Child Development, Classical Civilisation, Computer Science, Dance, Drama, Food and Nutrition, Media Studies, Music, Physical Education (GCSE), Resistant Materials, Textiles |
|  | 1                    | 1                 | 1  |
|  | Reserve Choice       | Reserve Choice    | 2  |
|  |                      |                   |  |

#### The Electron Curriculum

|  | Select One                                | Choose two from  |
|--|---|--|
| S<br>E<br>C<br>T<br>I<br>O<br>N<br><br>2 | Geography<br>History<br>French<br>Spanish | Art, Business Studies, Child Development, Computer Science, Dance, Drama, Food and Nutrition, Geography, History, Media Studies, Music, Physical Education (GCSE), Resistant Materials, Textiles |
|  | 1   | 1  |
|  | Reserve Choice                            | 2  |
|  |   |  |

Name ..... Form.....

**The Proton Curriculum**

|  | Select One           | Choose 2 from   |
|--|----------------------|---|
| S<br>E<br>C<br>T<br>I<br>O<br>N<br><br>3 | Geography<br>History | Art, Business Studies, Child Development, Dance, Drama, Food and Nutrition, ICT (Cambridge National Certificate), Media Studies, Music, Physical Education (Vcert), Resistant Materials, Textiles |
|  | 1                    | 1   |
|  | Reserve Choice       | 2   |
|  |                      | Reserve Choice  |

**The Neutron Curriculum**

|  | Choose 3 from  |
|--|--|
| S<br>E<br>C<br>T<br>I<br>O<br>N<br><br>4 | Art, Child Development, Dance, Drama, Food and Nutrition, Geography, Hairdressing and Beauty Therapy, History, ICT (Cambridge National Certificate), Media Studies, Music, Physical Education (Vcert), Resistant Materials, Textiles |
|  | 1  |
|  | 2  |
|  | 3  |
|  | Reserve Choice   |

**Humanities**

I would like to take a second Humanities course instead of my 2<sup>nd</sup>/3<sup>rd</sup> option choice

**Languages**

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**Cadets**

If possible I would be interested in joining the Army Cadet Force at Marlborough   
 I am not currently a member of a Cadet Force

I am currently a member of \_\_\_\_\_ Cadet Force

I have read the booklet and agree with my son/daughter's choices for Years 9, 10 and 11

**Signed .....** Parent/Carer

**PLEASE RETURN TO THE SCHOOL OFFICE BY MONDAY 22<sup>nd</sup> FEBRUARY 2016**

