



The Marlborough Science Academy

Post 16 Learning

at

The Marlborough Science Academy



A Guide to Post 16 Education

Celebrating Learning Opportunities across St Albans

September 2016



The Alban Learning Partners Consortium consists of the following five schools:

Loreto College, Hatfield Road, St Albans, Herts AL1 3RQ • Samuel Ryder Academy, Drakes Drive, St Albans, Herts AL1 5AR • St Albans Girls' School, Sandridgebury Lane, St Albans, Herts AL3 6DB
The Marlborough Science Academy, Watling Street, St Albans, Herts AL1 2QA • Townsend Church of England School, High Oaks, St Albans, Herts AL3 6DR

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WELCOME

A message from the Heads of School;

Welcome to our post 16 prospectus and the Marlborough Science Academy Sixth form. As heads of school we are obviously very proud of our sixth form and the school in general. The school is diverse and offers a wide range of subjects that will equip any student no matter what career they would like to pursue after leaving us in sixth form.

As well as a well-developed study centre that is equipped to facilitate quality learning individually and coursework that could be done in groups. The sixth form also has links with external organisations to help with beneficial schemes. An example of this is Vinspired, this is a scheme that encourages volunteering and rewards it with credited, official certificates that can make the difference when applying for a job or a university, and this could be the difference between obtaining a place at your chosen university and not being able to do exactly what you want.

Our teachers provide consistently engaging yet beneficial lessons and are always there to support you if you need extra help or just a chat about progress in general. Also, now that you have chosen your subjects learning is even more fun than it was before, as you are actually doing subjects you enjoy. Links with the other schools in the learning partnership help to provide a wider choice of subjects and I know for a fact that many students have found the option to go to a consortium school extremely helpful.

Your form tutors and Heads of Sixth Form provide impeccable guidance on your studies, careers and applying to university with speakers invited in to inform students on specific careers, writing personal statements for university application and dealing with finances. Everything you could possibly want to know will definitely be discussed at some point within the school year and if not the door of the Sixth Form office is always open if more specific guidance is needed. We wholeheartedly hope that you choose Marlborough sixth form as it will undoubtedly be the perfect platform for you to succeed and will provide excellent guidance and support whenever you need it.

See you next year!



Achievement in the sixth form is good. Progress made by students' both at A level and at AS level is above other students nationally, with progress in a number of subjects at AS level being well above other students nationally.

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.

Ofsted 2014

Highly positive relationships between teachers, support staff and students, along with high levels of expectation mean that students' are encouraged to explore their ideas and do well.

Ofsted 2014



The benefits of studying with us Post 16 are as follows;

- ✓ **In terms of valued added our students gain results that have established us for three years running in the top three of all St Albans schools.**
- ✓ **A considered curriculum responsive to students' needs**
- ✓ **A tradition of quality teaching and excellent results**
- ✓ **The positive and affirming student-teacher relationships**
- ✓ **The continuity of peer and friendship groups**
- ✓ **Opportunities to develop leadership skills in a supportive environment**
- ✓ **A dedicated academic tutoring programme**
- ✓ **An enrichment programme that will make your personal statement stand out from the crowd**
- ✓ **Unique opportunities to stage social and charity events and to support our younger students**
- ✓ **A sophisticated ever improving working environment**
- ✓ **Support from staff who care and love teaching**
- ✓ **A structured careers programme**
- ✓ **Opportunities to travel to extend your learning**
- ✓ **FUN**

GENERAL INFORMATION

The Alban Learning Partners

The Marlborough Science Academy works within a learning partnership of schools known as the Alban Learning Partners. Other schools working with us are St Albans Girls School, Loreto, Townsend and Samuel Ryder. Through this partnership we are able to offer additional subject choices to our students, students from our partnership schools may also study one of their subjects at Marlborough.

Curriculum

Each day has five hour sessions. The week's lessons are split into five teaching blocks; as shown in the figure below.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--------|---------|-----------|----------|--------|
| 1 | A | B | C | E | D |
| 2 | | | | | |
| Break | | | | | |
| 3 | D | C | A | B | E |
| 4 | | | | | |
| Lunch | | | | | |
| 5 | C | D | E | A | B |

Most level 3 courses are taught in one teaching block.

Block E is used by each Learning Partner to deliver its own programme of complementary studies courses and enrichment activities (e.g. GCSE re-takes, Physical Education, Duke of Edinburgh Award, Young Enterprise, PSCHE community service projects and the Learning for Life programme)

Entry requirements

Students are invited to apply for courses in the knowledge that particular entry requirements are required for different courses. These are included in the course information sheets.

For entry into the sixth form students are usually required to have achieved at least five A*-C grades at GCSE including English Language and Mathematics with a C grade in the subject they wish to study. In addition, courses also require students to have achieved a minimum average point score for their GCSE examinations, see page 13.

Some students who have not achieved the entry requirements may return to the 6th form on an individual programme which may include retaking English and Maths GCSE's.

GENERAL INFORMATION (continued)

Pastoral Care and Feedback

Students will be cared for by a team of tutors working with a senior member of staff from each Learning Partner school should they be studying outside of Marlborough. Students' progress will be monitored through one to one meetings, books and portfolios with regular feedback provided. Each Learning Partner provides the opportunity for parent consultation in the second half of the autumn term and a written report is provided towards the end of the spring term.

Travel

If a student is studying a course at a Learning Partner, a taxi or mini bus is provided to transport them between different schools during the day, although there is an expectation that students will make their own way at the beginning or end of the school day.

Sport

All students are encouraged to participate in some form of physical exercise whilst in the Sixth Form. Wednesday afternoons are used for sporting activities at each school and this facilitates cross consortium fixtures and events. Some students may be able to use this time to work towards achieving an externally awarded sports leadership qualification.

Wider Participation

Students are also encouraged to participate in some form of community work, either within the school or outside. To support this, the school has introduced the leadership for life programme.

Leadership for Life

Bridging the gap between school and further education or work by providing the leadership for life programme runs alongside academic studies. Designed to provide students with opportunities to develop life skills and confidence, students learn through the experiences of leadership roles and volunteering inside and outside of school.



Volunteering opportunities at Marlborough include radio news reporters and radio technicians, Heads of school, prefects, 6th form committee members, mentors, librarians, literacy support in accelerated learning, lunchtime games support, make-up artists for school productions, receptionist and admin support for Parents' Evening, Vinspired, CVS and NCS ambassadors.

There are three organisations that help support the programme

1. Vinspired is a charity that acts as a digital portal for volunteering opportunities V10, V50, and V100 certificates are awarded as volunteering hours are logged into students profile account.
2. The National Citizenship Service (NCS) provides a programme designed to encourage personal development through a 4 week programme including; Week 1 - Outward bound - Kingswood Activity Centre Week 2 -University experience Week 3 and 4 - Social action project. Participation in the scheme culminates in a graduation ceremony and certificate from the Prime Minister.
3. CVS St Albans Volunteering service which provides opportunities for volunteering within the local community.

Social Activities

Each Sixth Form provides its students with a common room and other facilities specifically for Sixth Form students. Each Sixth Form also arranges regular social activities that have included day trips (both educational and recreational), weekend trips and evening functions.

Destinations

Students who stay with Learning Partners for the duration of their course generally progress to the destination of their choosing. Most level 3 students complete two years in the Sixth Form and apply successfully for Higher Education courses.

Following successful completion of their courses last year;

- 70% of students started university degree courses
- 3% of students started apprenticeship schemes
- 11% of students continued their education
- 16% of students started in the workplace

A selection of 2015 University Destinations

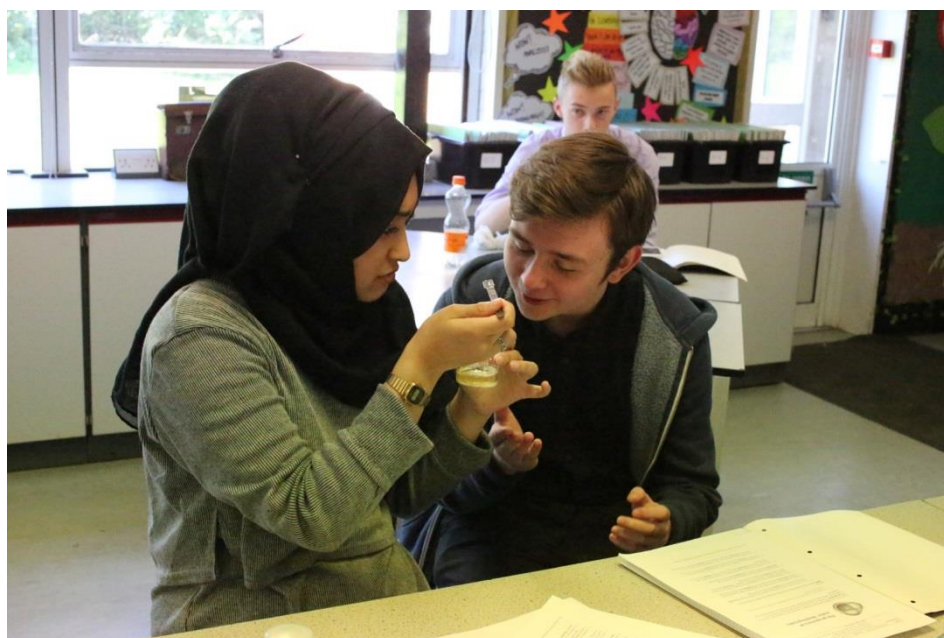
Theatre and Performance Studies at Bristol
History at Bristol
Physiotherapy at Cardiff
Law at Coventry
Film at Falmouth
Media Production at Hertfordshire
Neuroscience at Leicester
Electronic and Electrical Engineering at Loughborough
Illustration at Norwich
French and Politics at Queen Mary University of London
Veterinary Science at the Royal Veterinary College
Civil Engineering at Sheffield
Education at Southampton
Chemical Engineering at Surrey

Contact

Enquiries about the Sixth Form can be directed initially to the following contact;

Mr Doug Eve, Assistant Headteacher

The Marlborough Science Academy
Telephone: 01727 856874 (Choose the Post 16 Option)
Email: d.eve@marlborough.herts.sch.uk



A LEVEL REFORM

Beginning September 2015, the system of A Levels in England and Wales underwent a significant change, with the government replacing the AS/A2 system which has been in existence since 2000. To complicate matters further there will be a period of up to three years when candidates will take new A Levels in some subjects and old A Levels in other.

What is changing?

AS qualifications will become stand-alone and not count towards the full A Level. In the old system AS qualifications were free standing and contributed to students' final A Level grades.

AS and A Level qualifications will be linear qualifications officially assessed at the end of the course only. Students will not have to take exam board assessments halfway through an A Level course, as they currently do at the moment. They will complete all the examinations together at the end of a two-year course for A Levels.

Many A Levels are already assessed solely by examinations but others that are currently a mix of exams and coursework may be changed. Subjects will be allowed no more than 20% coursework and only in areas where there is recognition that certain skills cannot be assessed in an exam, e.g. creative writing in English. Otherwise, assessment will be by exam only. In sciences, practical assessment will be reported separately as a pass or fail, rather than as part of the A Level grade.

What is staying the same?

A Levels will continue to be studied over two year course, as they always have been. The grading system (A* to E) will stay the same.

Which subjects changed September 2015?

• Art & Design • Business (formerly Business Studies) • English Literature • History • Biology • Chemistry • Physics • Psychology

Which subjects are changing in September 2016?

• Design Technology • Drama • Geography • Modern Foreign Languages (French, German & Spanish) • Sport

Which subjects are changing in September 2017?

- Classical Civilisation
- Film Studies
- Photography
- Mathematics & Further Mathematics
- Government and Politics
- Media Studies

What will The Marlborough Science Academy's approach to the new A Levels be?

We will continue to offer a student centred curriculum that maximises student choice as well as guiding students towards the most appropriate course them that will significantly enhance their life chances.

Until reform is complete in 2017 some students may well be studying fully linear courses, some may be studying the old AS/A2 courses and some may be studying a mix of the two. Whilst not ideal, we will continue to offer high quality provision as constitutently outlined by Ofsted.

Students will be encouraged to select 5 subjects that they would seriously consider studying. After an application has been submitted, each student will have a meeting with a member of the leadership team in order to refine their subject choice to 3. Some students may be able to study 4 A Level subjects, this will be dependent upon their GCSE results. From these choices the school will construct option blocks of best fit. It is at this point we will be able to discuss the options available to each student including the possibility of studying in one of our consortium partner schools. Students will receive a conditional letter of confirmation for a place in our Sixth Form.

Despite a lack of clarity from the Government, Examining Bodies Ofqual we will always endeavour to do what is right for our students.

COURSE DESCRIPTIONS

The following pages contain descriptions of the courses we hope to make available to study at The Marlborough Science Academy during the next academic year. Currently it should be noted that the provision of courses is provisional and subject to numbers and staffing.



GCSE POINTS SCORES

GCSE grades have corresponding points scores as indicated below;

| | |
|----|----|
| A* | 58 |
| A | 52 |
| B | 46 |
| C | 40 |
| D | 34 |
| E | 28 |
| F | 22 |
| G | 16 |

The entry requirements for certain Post 16 courses may include the minimum average points score required to start the course and/or a minimum grade achieved at GCSE in the subject or related subjects.

The average GCSE points score is calculated by adding the equivalent points scores obtained in the GCSE subjects taken and then dividing by the number of GCSE qualifications taken.

Therefore a subject requiring a minimum points score of 40 will require students to have obtained an average of C grades in their GCSE.

Art and Design

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|--|----------------------------------|------------------|-------------------------|
| 3 | Art and Design Fine Art (Linear) | Edexcel | 9FA0 |
| ENTRY REQUIREMENTS | | | |
| B grade recommended at GCSE or equivalent portfolio of work Average GCSE point score 31 | | | |
| COURSE CONTENT | | | |
| There are 2 components 1) Personal Investigation (60%) which contains practical work and a small guided written study. 2) An externally set assessment (40%). Students have the opportunity to develop their skills in painting, drawing, print making and 3D work. They can explore and investigate their own ideas with step by step guidance from teacher-led tutorials. There are also trip opportunities such as visits to the Tate, The Saatchi and Curwen Print Centre. | | | |
| EXPECTATIONS OF STUDENTS | | | |
| You will need an A1 portfolio, a sketchpad, colour materials e.g. pastel, pencils and some basic paints. This is mainly for homework. Students are required to work independently at home, research projects with images and photos and contribute creatively to the group. | | | |
| CAREERS PATHWAYS | | | |
| Any form of design or art courses such as painting, sculpture, graphics, product design, fashion, textiles, architecture, furniture/jewellery design etc. Also it shares many links with other subjects such as English, Drama, History, Maths etc. The modern world requires many skills in creativity, industries connected with new media, advertising, gaming, film, performance and journalism often employ graduates with an education in the Arts. | | | |
| SUBJECT DESTINATIONS | | | |
| Illustration, Art Foundation, Film Studies and Media Production. | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| Illustration at Norwich, Art Foundation West Herts College, Hertfordshire and Camberwell. | | | |
| FOR MORE INFORMATION CONTACT | | | |
| Ms J Bustin, The Marlborough Science Academy. J.bustin@marlborough.herts.sch.uk | | | |

Biology

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|--|---------------|---------------|----------------------|
| 3 | Biology AS | AQA | 1411 |
| 3 | Biology A2 | AQA | 2411 |
| ENTRY REQUIREMENTS | | | |
| BB for Double Science or B grade for Triple Biology Average point score 42 | | | |
| COURSE CONTENT | | | |
| A Level Biology examines a range of areas, from Respiration and Photosynthesis, to cell structure and function, adaptation of the gaseous exchange systems in mammals, absorption in the gut, immunity and defence and the conduction of action potentials along neurones to name a few. Students will complete a number of mandatory practicals and experience A Level examination training throughout the course. A Level Biology requires focus, dedication, an <u>excellent work ethic</u> and an understanding that it is not the 'easy' Science. | | | |
| EXPECTATIONS OF STUDENTS | | | |
| Students wanting to follow this course should enjoy science in general and the life sciences in particular and be interested in developing their skills in designing investigations. | | | |
| CAREERS PATHWAYS | | | |
| Medical or veterinary science, pharmaceutical or agrochemical industry, biochemical or genetic research, biotechnology, food industry, nursing, teacher or laboratory technician. Studying Biology gives you a well-rounded view of the way science affects society and the individual. | | | |
| SUBJECT DESTINATIONS | | | |
| Bioveterinary Science, Physiotherapy and Veterinary Medicine. | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| Physiotherapy at Cardiff, Veterinary Medicine at Royal Veterinary College and Biomedical Science at Hull, Biochemistry at Royal Holloway. | | | |
| FOR MORE INFORMATION CONTACT | | | |
| Mr J Milne, The Marlborough Science Academy. J.milne@marlborough.herts.sch.uk | | | |

BTEC National Certificate, Sport Development, Coaching & Fitness

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|---|----------------------|-----------------------------|
| 3 | BTEC Diploma Exercise, fitness & coaching BTEC Subsidiary Diploma Exercise, fitness & coaching | Edexcel | LU927 |
| ENTRY REQUIREMENTS | | | |
| The course has been introduced to suit all students that have successfully completed the GCSE PE course, BTEC First Diploma or with an interest in sport. It is suited for students who have an interest in the study of Sports and want to progress further into employment or further study. | | | |
| COURSE CONTENT | | | |
| The BTEC Diploma enables students to build upon the foundation of the National Curriculum in PE and the GCSE / BTEC First. It extends the students' knowledge in the current issues of sport, as well as the main psychological, social and physiological factors that affect a performance of a practical skill. As well as improving students' knowledge the course also provides opportunities to improve personal qualities such as leadership, responsibility, appearance, commitment and teamwork in a range of practical and academic situations. BTEC Subsidiary Diploma is half the qualification of a BTEC Diploma and only takes up one option block. | | | |
| EXPECTATIONS OF STUDENTS | | | |
| It is paramount that students meet all deadlines of coursework in order to be successful on this course. They also need to be organised and to be prepared to take part in practical sessions whenever necessary. | | | |
| CAREERS PATHWAYS | | | |
| Sports development or promotion, Health and Safety, Sports coaching, PE teaching and Physiotherapy. | | | |
| SUBJECT DESTINATIONS | | | |
| Management, Health and Exercise, Teaching and Coaching. | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| Sport Psychology and Coaching Services at Bournemouth, Sport and Exercise Sciences at Loughborough, Sport Development and Coaching at Chichester, Sport, Coaching and Physical Education at Worcester and Sport and Exercise Science at Bedfordshire. | | | |
| FOR MORE INFORMATION CONTACT | | | |
| Mr C Packard, The Marlborough Science Academy. C.packard@marlborough.herts.sch.uk | | | |

Business Studies

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|--------------------------|---------------|----------------------|
| 3 | A Level Business Studies | AQA | 7132 |
| ENTRY REQUIREMENTS | | | |
| GCSE average point score 38 GCSE Maths and Science – minimum grade C | | | |
| COURSE CONTENT | | | |
| The following units of study are covered within the courses: | | | |
| Yr 12 | | | |
| <ul style="list-style-type: none"> Managers, leadership and decision making Decision making to improve performance – operational , financial and human | | | |
| Yr 13 | | | |
| <ul style="list-style-type: none"> Analysing the strategic position of a business Strategic methods | | | |
| EXPECTATIONS OF STUDENTS | | | |
| You will be asked to carry out detailed research on relevant topics and you will be required to complete home learning in the form of business reports, essays and presentations. The course is 100% examination and requires skills in analysis. | | | |
| CAREERS PATHWAYS | | | |
| Would you like to run your own business or develop skills to work in advertising, marketing, human resources, accountancy or the legal profession? Would you like to move onto a Degree programme in Business and at University? | | | |
| SUBJECT DESTINATIONS | | | |
| Event Management, Apprenticeship, Fashion Merchandise Management, Business with Human Resources. | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| Event Management at Winchester and Fashion Merchandise Management at Westminster. | | | |
| FOR MORE INFORMATION CONTACT | | | |
| Mrs N Golds, The Marlborough Science Academy. N.golds@marlborough.herts.sch.uk | | | |

Chemistry

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|--|---------------|------------------|-------------------------|
| 3 | Chemistry A | OCR | H432 |
| ENTRY REQUIREMENTS BB for Double Science or B grade for Triple Chemistry Average point score 42 A minimum grade C in GCSE maths is also an entry requirement. | | | |
| COURSE CONTENT The course is split into 6 teaching modules: Development of practical skills in chemistry Foundations in chemistry (atomic structure, moles and bonding etc.) Periodic table and energy Core organic chemistry Physical chemistry and transition elements Organic chemistry and analysis There are 3 written papers taken at the end of the second year of the course and a practical endorsement which is a non-exam assessment and is reported separately to the exam grade. | | | |
| EXPECTATIONS OF STUDENTS Students wanting to follow this course should enjoy science in general and willing to take on the challenge of a serious subject both at a practical and intellectual level. | | | |
| CAREERS PATHWAYS This qualification will be respected by all employers and is directly relevant to many jobs in industry and medicine. Chemistry A level provides useful background knowledge for all science degree but is essential if you wish to study chemistry, medicine, veterinary medicine, chemical engineering, biochemistry and other similar courses. | | | |
| SUBJECT DESTINATIONS Veterinary Medicine, Biochemical Science, Biochemistry and Neuroscience. | | | |
| STUDENT UNIVERSITY DESTINATION 2015 Biological Sciences (Neuroscience) at Leicester, Bioveterinary Science at Hartpury College, Veterinary Medicine at Royal Veterinary College and Biomedical Science at Hull. | | | |
| FOR MORE INFORMATION CONTACT Ms H Parks, The Marlborough Science Academy H.parks@marlborough.herts.sch.uk | | | |

Classics

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|---------------|------------------|-------------------------|
| 3 | Classics AS | AQA | |
| 3 | Classics A2 | AQA | |
| ENTRY REQUIREMENTS | | | |
| <p>5 GCSE grades A* - C and an average point score of 38 or more. Students will need a GCSE grade C or above in Classics or History, if not studied at GCSE, a grade B in English. Most importantly, students will need an interest in Ancient History and Literature.</p> | | | |
| COURSE CONTENT | | | |
| <p>At AS level The Odyssey: A critical study of selected books of the Odyssey and the religious, cultural and social values implicit in the text. The Odyssey is an epic and the study of the Odyssey will cover contextual values, concept of gods, heroes and treachery.</p> <p>Women in Athens and Rome: A critical study of freeborn women in Athens in the fifth and fourth centuries BC and in Rome in the second and first centuries BC and the first and early second centuries AD, and the values and attitudes implicit in the position and treatment of women in each society. The topic requires study in the areas of society and values, literature. Studying a play, court cases, letters and speeches.</p> <p>At A2 level Roman Epic: A critical study of selected books of the <i>Aeneid</i>. The topic requires study in the areas of literature society and values philosophy, science and religion. Students will progress from a Greek Epic at AS to a Roman epic. They will delve into the heart of the Roman culture following a fantastic story and analysing what it can tell us about Roman life and ideals.</p> <p>The Persian Wars: A critical study of the Persian Wars 490–479 BC and the political, social and cultural values and concepts of the Greeks and Persians. The fascinating topic starts with the world's first historian who believes the world is shaped by the gods and by men that challenge them. It is more than the film 300. There is more valour, treachery, cunning and challenging the gods themselves.</p> | | | |
| EXPECTATIONS OF STUDENTS | | | |
| <p>Students are expected to be committed to their studies and to be making progress to meet the demands of Classics. Students will be required to take an active role in lessons, meet deadlines and carry out independent research. You will need to be able to think independently and defend your own justifications as well as having enthusiasm, curiosity and willingness to debate.</p> | | | |
| CAREERS PATHWAYS | | | |
| <p>Classics combines well with most humanities subjects and English Literature. It develops the communication of ideas and an understanding of the views of others, analysis and interpretation of evidence and investigative research skills. Employers look favourably on these skills in almost any line of work. Occupations such as law, journalism, politics and writing are just some of the areas where Classics is particularly important. It could be useful in any workplace due to the development of analytical and communication skills.</p> | | | |
| SUBJECT DESTINATIONS | | | |
| <p>Research, Museums, Art Galleries and Heritage Management as well as the full range of traditional graduate careers such as Law, Media, Accountancy, Management and Teaching.</p> | | | |
| FOR MORE INFORMATION CONTACT | | | |
| <p>Miss H. Mynott and Miss A. Garrett, The Marlborough Science Academy. H.mynott@marlborough.herts.sch.uk</p> | | | |

Dance

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|---------------|---------------|----------------------|
| 3 | AS Dance | AQA | 7236 |
| 3 | A2 Dance | AQA | 7237 |
| ENTRY REQUIREMENTS | | | |
| GCSE Dance/BTEC Dance or equivalent dance courses are desirable. Attend regular dance classes outside of school. | | | |
| COURSE CONTENT | | | |
| This specification requires students to develop, demonstrate and articulate practical and theoretical knowledge, understanding and experience of: <ul style="list-style-type: none"> • Technical and performance skills, the process and art of choreography. • The interrelationship between the creation, the presentation and the viewing/appreciation of dance works. The development of dance placed within an artistic and cultural context. • Professional dance works and the significance of these, subject specific terminology and its use. <p>At AS Level, this specification focuses on the development and performance of the candidate's own choreography and performance within a solo and a duet/trio. Candidates receive training on technique and the health and safety of the dancer. They will critically engage with areas of study developing an understanding of dance through time and location. The areas of study cover the genres of modern dance, ballet and jazz dance.</p> <ul style="list-style-type: none"> • Component 1: Performance and choreography (choreography and performance of a solo, performance in a duet/trio). Component 2: Critical engagement (written exam on two areas of study). <p>At A2, candidates develop skills and extend and apply knowledge gained at AS level. Candidates will be required to perform as a soloist in the style of a practitioner from a prescribed list. Performance skills are developed and progressed from a duet/trio into a quartet. Choreography will be developed with candidates choreographing a group dance in response to an externally set task. Candidates will continue to critically engage with two set works and areas of study.</p> <ul style="list-style-type: none"> • Component 1: Performance and choreography (solo performance, performance in a quartet and group choreography, component 2: Critical engagement (two set works and two areas of study). | | | |
| EXPECTATIONS OF STUDENTS | | | |
| It is paramount that students meet all the deadlines for coursework in order to be successful on this course. Students must be prepared to hold and attend own rehearsals for choreography projects and maintain a professional working attitude towards practical sessions. | | | |
| CAREERS PATHWAYS | | | |
| Higher national Diplomas. University Dance Degrees in either dance performance, dance science, dance choreography or dance studies/industry. Would complement any CV for the performing arts/creative arts. Would be helpful to give students confidence for future careers in dance teachers/instructors or choreographers. | | | |
| SUBJECT DESTINATIONS | | | |
| Dance and Choreography. | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| Dance and Choreography at Falmouth | | | |
| FOR MORE INFORMATION CONTACT | | | |
| Miss H Fox, The Marlborough Science Academy H.fox@marlborough.herts.sch.uk | | | |

Design and Technology Product Design (3 – D – Design)

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|----------------------|------------------|-------------------------|
| 3 | 3D Product Design AS | AQA | 1551 |
| 3 | 3D Product Design A2 | AQA | 2551 |
| ENTRY REQUIREMENTS | | | |
| GCSE Grade C or above in a related Design Technology subject, Resistant Material, Graphic Products and Engineering. | | | |
| GCSE Grade C or above in a Science subject | | | |
| CGCSE Grade C or above in English | | | |
| Students who have a GCSE grade C or above in Art & Design will have an additional advantage. | | | |
| Average point score 37 | | | |
| COURSE CONTENT | | | |
| AS Prod 1 Coursework (practical) 25% | | | |
| Prod 2 Exam (written paper) 25% | | | |
| A2 Prod 3 Coursework (practical project) 25% | | | |
| Prod 4 Written paper (exam) 25% | | | |
| EXPECTATIONS OF STUDENTS | | | |
| All students will be required to identify and produce their own solutions to design problems. The course will involve the development of design prototypes, and the arguments which justify choice of materials and methods of manufacture. Students will gain knowledge of materials and their uses, production methods along with graphic presentation techniques. Students will design and make a 3D product with an accompanying design folder. | | | |
| CAREERS PATHWAYS | | | |
| Product design courses | | | |
| Media industry/ Graphic design/ Set design/ Model making. | | | |
| Engineering (civil engineering/ aviation/ marine/ mechanical) | | | |
| Architecture | | | |
| Furniture making and design | | | |
| SUBJECT DESTINATIONS | | | |
| Foundation Built Environment. | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| Foundation Built Environment at Oxford Brookes. | | | |
| FOR MORE INFORMATION CONTACT | | | |
| Mr P Szabo, The Marlborough Science Academy. | | | |
| P.Szabo@marlborough.herts.sch.uk | | | |

Drama and Theatre Studies

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|--|---------------------------|---------------|----------------------|
| 3 | Drama and Theatre A level | AQA | Unconfirmed |
| ENTRY REQUIREMENTS | | | |
| A love of the arts and an interest in theatre and performance work. Average point score 40 | | | |
| COURSE CONTENT | | | |
| <p>Component 1: Drama and theatre (Written Exam) What's assessed in the exam? Knowledge and understanding of drama and theatre. Study of two set plays, explored practically through workshop sessions, discussion and performance in class. Theatre trip to London. Analysis and evaluation of the work of production seen. Exam questions about the above elements in one 3 hour written paper.</p> <p>Component 2: Creating original drama (practical) What's assessed? Devised performance work, in which students may contribute as performer, designer or director. Devised piece must be influenced by the work and methodologies of one prescribed practitioner. Students also complete a working notebook/portfolio of the process of their devised work.</p> <p>Component 3: Making theatre (practical) What's assessed? Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play. Methodology of a prescribed practitioner must be applied to Extract 3. Extract 3 is to be performed as a final assessed piece; students may contribute as performer, designer or director. Reflective report analysing and evaluating theatrical interpretation of all three extracts.</p> | | | |
| EXPECTATIONS OF STUDENTS | | | |
| This course is demanding in terms of: - time given to rehearsal, theatre visits, personal and social skills required for group work, research, planning and organisation, intellectual and practical skills. | | | |
| CAREERS PATHWAYS | | | |
| Apart from careers in the arts and teaching, Drama and Theatre 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 courses in the arts, however just as many find Drama a great facilitating subject for careers including Law, English, Journalism, Broadcasting and Education. | | | |
| SUBJECT DESTINATIONS | | | |
| Drama Theatre, Dance and Choreography. | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| Film and Drama at Kent, Dance and Choreography at Falmouth and Theatre and Performance Studies at Bristol. | | | |
| FOR MORE INFORMATION CONTACT | | | |
| Miss C Burton, The Marlborough Science Academy. C.burton@marlborough.herts.sch.uk | | | |

English Literature

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|--------------------------------|------------------|-------------------------|
| 3 | English Literature A2 (Linear) | AQA | A |
| ENTRY REQUIREMENTS | | | |
| Five GCSE grades A*-C and an average point score of 40 or above. Grade B or above in both English Literature and English Language GCSE. | | | |
| COURSE CONTENT | | | |
| Paper 1: Love through the Ages | | | |
| Written exam making up 40% of A Level. Close study of three texts: one poetry, one pre-1900 and one Shakespeare play. Example texts include: an anthology of love poetry, <i>The Taming of the Shrew</i> , <i>Othello</i> , <i>Jane Eyre</i> , <i>Wuthering Heights</i> , <i>The Great Gatsby</i> , <i>Rebecca</i> and <i>Atonement</i> . | | | |
| Paper 2: Texts in Shared Contexts (Modern texts: Literature from 1945 to the present day) | | | |
| Written exam making up 40% of A Level. Close study of three texts: one prose, one poetry and one drama, one of which must be written post-2000. Example texts include: <i>The Handmaid's Tale</i> , <i>One Flew Over the Cuckoo's Nest</i> , <i>The Color Purple</i> , <i>The Help</i> , <i>Cat on a Hot Tin Roof</i> , Seamus Heaney poetry, Sylvia Plath poetry. | | | |
| Independent Critical Study: Texts Across Time | | | |
| Coursework module making up 20% of A Level. One extended essay based on a comparative critical study of two texts. Students choose their own texts based on themes such as: the struggle for identity, the Gothic, satire and dystopia, war and conflict, representations of race and ethnicity or social class and culture. | | | |
| EXPECTATIONS OF STUDENTS | | | |
| A level English Literature expects students to think and discuss the texts and ask questions. Students will need to do their own reading and research about texts and authors studied. They must learn to study independently and realise that A level is a step up from GCSE level. Students are expected to attend external lectures and theatre trips and visits outside school as appropriate. | | | |
| CAREERS PATHWAYS | | | |
| A huge range including Media, Teaching, Publishing, ICT and journalism. A strong university favourite, which will be appropriate for any Higher Education discipline, this subject shows that students can communicate effectively in writing and discussion. | | | |
| SUBJECT DESTINATIONS | | | |
| Journalism and Media, History and International Relations. | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| History/International Relations at Oxford Brookes and Journalism and Media at Coventry. | | | |
| FOR MORE INFORMATION CONTACT | | | |
| Mrs E Blount, The Marlborough Science Academy. E.blount@marlborough.herts.sch.uk | | | |

Film Studies

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|-----------------|---------------|----------------------|
| 3 | Film Studies AS | WJEC | 2181 |
| 3 | Film Studies A2 | WJEC | 3181 |
| <p>ENTRY REQUIREMENTS</p> <p>A love of film and filmmaking and interest in the critical study and analysis of film. You must meet the school's requirements for entry to A levels, including a C or above in an essay based subject like English or History.</p> | | | |
| <p>COURSE CONTENT</p> <p>The course begins by teaching students what to look for when analysing a film followed by close study of key films and sequences from British Film. Students then create their own short films, taking specific roles in its production such as camera operator, editor or cinematographer. The year then concludes with study of key films and sequences from American Film.</p> | | | |
| <p>EXPECTATIONS OF STUDENTS</p> <p>Students are expected to keep up to date with all essays and home learning in preparation for exams. Students must be prepared to work well with others and be reliable when making a film with peers.</p> | | | |
| <p>CAREERS PATHWAYS</p> <p>Film Studies is an essay based subject that shows students have excellent analytical skills. This is recognised by all universities. It is also the perfect route into any media or journalism based career.</p> | | | |
| <p>SUBJECT DESTINATIONS</p> <p>Journalism and Media, Film and Drama and Film Studies.</p> | | | |
| <p>STUDENT UNIVERSITY DESTINATION 2015</p> <p>Film and Drama at Kent, Film at Falmouth and Journalism and Media at Coventry,</p> | | | |
| <p>FOR MORE INFORMATION CONTACT</p> <p>Mr B Corbett, The Marlborough Science Academy. B.corbett@marlborough.herts.sch.uk</p> | | | |

French

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|---------------|---------------|----------------------|
| 3 | French AS | AQA | 7651 |
| 3 | French A2 | AQA | 7652 |
| ENTRY REQUIREMENTS | | | |
| <p>Five GCSE grades at A*- C and an average point score of 42 or above. Grade B via the higher tier or above at GCSE French, including a B grade in the writing exam.</p> | | | |
| COURSE CONTENT | | | |
| <p>At AS level, you will study topics covered at GCSE in more detail and students will have the opportunity to extend their skills in listening, speaking, reading and writing through the study of materials related to contemporary France and Francophone countries. The course covers current trends in society and artistic culture. Students will study a set literary text or a film in depth. Students deepen and broaden their competence in the language and explore further social, cultural and political issues. With a full A level in addition students are required to study a second literary text or film and must complete an individual research project.</p> | | | |
| EXPECTATIONS OF STUDENTS | | | |
| <p>You will be expected to work hard and keep to deadlines. Students should have an interest in one of the French speaking countries and/or be informed about its history, culture and current events. Students should preferably have also made a visit to the country concerned and may have the opportunity to take part in a work experience programme in France. Students must attend conversation lessons, as well as have the self-discipline to learn vocabulary and master French grammar.</p> | | | |
| CAREERS PATHWAYS | | | |
| <p>Knowledge of a foreign language could be the passport to many careers. Most university courses offer languages as a subsidiary subject. The ability to understand and use French is also a desirable skill in such areas of work as economics and business, marketing, public relations, engineering, tourism, law, education and many more.</p> | | | |
| SUBJECT DESTINATIONS | | | |
| <p>French and Politics STUDENT UNIVERSITY DESTINATION 2015 French and Politics at Queen Mary University of London.</p> | | | |
| FOR MORE INFORMATION CONTACT | | | |
| <p>Mr K Henshall, The Marlborough Science Academy. K.henshall@marlborough.herts.sch.uk</p> | | | |

Geography

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|--|---------------|-------------------------------|----------------------|
| 3 | Geography AS | Edexcel | TBC |
| 3 | Geography A2 | Edexcel | TBC |
| ENTRY REQUIREMENTS | | | |
| Total of 5 grade A* – C GCSE. Grade B in Geography is recommended. Average GCSE point score 39. | | | |
| COURSE CONTENT | | | |
| Global challenges, geographical investigations, contested planet and geographical research. Topics include globalisation, climate change, coasts, energy security, water conflicts, biodiversity, super power geography development issues, tectonic hazards and pressures, glaciation, regeneration and human rights. | | | |
| EXPECTATIONS OF STUDENTS | | | |
| Interest in Geography including: | | | |
| <ul style="list-style-type: none"> • Fieldwork • People and their interaction with the Environment • Conservation • Environment issues • Discussions | | | |
| CAREERS PATHWAYS | | | |
| Urban Planning | | Stock-broking | |
| Conservation work | | Volcanologist | |
| Leisure & Tourism | | Seismologist | |
| Statistician | | Retail Management | |
| Accountancy | | Demographer | |
| Explorer | | Development worker/aid worker | |
| GIS Specialist | | Engineering | |
| Meteorology | | Energy | |
| Architecture | | Hazard Management | |
| Demographer | | Marketing | |
| Surveying | | Politics | |
| Sustainable futures | | IGO/NGO consultant | |
| SUBJECT DESTINATIONS | | | |
| Travel Leisure and Culture, Environment and Sustainability, Development of Global Issues, and Physical Systems. | | | |
| FOR MORE INFORMATION CONTACT | | | |
| Mr A Ballantine, The Marlborough Science Academy. A.ballantine@marlborough.herts.sch.uk | | | |

Government and Politics

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|--|----------------------------|------------------|-------------------------|
| 3 | Government and Politics AS | AQA | 2150 |
| 3 | Government and Politics A2 | AQA | 2150 |
| ENTRY REQUIREMENTS | | | |
| <p>5 GCSE A* – C grades, preferably C in at least one written and analytical related subject e.g. English or History. Average point score 38.</p> | | | |
| COURSE CONTENT | | | |
| <p>AS – Participation and Voting Behaviour, Electoral Systems and Democracy. Government of the UK; Politics of the UK. A2 – US Government and Politics - Congress, The Presidency and the Supreme Court. Both AS & A2 cover political parties and pressure groups.</p> | | | |
| EXPECTATIONS OF STUDENTS | | | |
| <p>Good written and oral communication skills, the ability to analyse and interpret articles and some statistical data, some debating skills and power of argument, an interest in the news and current affairs would also be useful.</p> | | | |
| CAREERS PATHWAYS | | | |
| <p>Law and legal affairs. Politics and civil service careers at a local and national level. Journalism and news related work. Management and problem solving.</p> | | | |
| SUBJECT DESTINATIONS | | | |
| <p>Politics and International Relations and History.</p> | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| <p>History/International Relations at Oxford Brookes, Politics and International Relations at Kent, History at Royal Holloway and Bristol.</p> | | | |
| FOR MORE INFORMATION CONTACT | | | |
| <p>Mr R Atterton, The Marlborough Science Academy. R.atterton@marlborough.herts.sch.uk</p> | | | |

History

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|---------------|---------------|----------------------|
| 3 | History AS | AQA | 7041 |
| 3 | History A2 | AQA | 7042 |
| ENTRY REQUIREMENTS | | | |
| <p>5 GCSE grades A* - C and an average point score of 38 or more. Students will need a GCSE grade C or above in History or, if not studied at GCSE, a grade B in English. Most importantly, students will need an interest in History.</p> | | | |
| COURSE CONTENT | | | |
| <p>The A Level consists of 2 units, a British unit and an international unit which start in Y12 (AS) and carry on to the end of Y13 (A2).</p> <p>The British unit is entitled <i>Industrialisation and the People: Britain, c1783–1885</i>. This unit allows students to study change, continuity, cause and consequence in Britain during a period when it rapidly evolving and cementing its position as the world’s leading power. Students will investigate political themes such as how Britain was governed, and how democracy and political organisations changed and developed. They will also learn about pressures faced by the governments and how they responded to these. There are also economic strands to the course, specifically how and with what results the economy developed and changed. Social history is also present, for example how and with what results society and social policy developed. Finally, students will study the importance of the roles played by individuals and groups and how were they affected by developments.</p> <p>The international unit is <i>The Cold War, c1945–1991</i>. This unit allows students to study the evolving course of international relations during an era of tension between communist and capitalist powers which threatened nuclear Armageddon in depth. It explores concepts such as communism and anti-communism, aggression and détente and also encourages students to reflect on the power of modern military technology, what hastens confrontation and what forces promote peace in the modern world. The course covers events and issues in Europe, Asia and the Americas, such as the origins of the conflict, the Cuban Missile Crisis, the Vietnam War and the collapse of communism in Europe at the end of the 1980s.</p> <p>Additionally in Y13 students will complete a piece of coursework on <i>South Africa 1887-1990</i>. This unit will involve the study of South Africa with a focus on why the Apartheid system ended. Students will learn about the role of Nelson Mandela and analyse this alongside other factors (both internal and external) which contributed to the dramatic events of 1990.</p> | | | |
| EXPECTATIONS OF STUDENTS | | | |
| Students are expected to be committed to their studies and to be making progress to meet the | | | |

demands of History. Students will be required to take an active role in lessons, meet deadlines and carry out independent research; this includes wider reading around the subject. You will need enthusiasm, curiosity and willingness to debate.

CAREERS PATHWAYS

History as a very well established and respected A Level which is held in high esteem by all universities including the most respected institutions, who all appreciate the challenge, range of skills and academic rigour which it requires from, and develops in students. Similarly, employers have a strong respect for History as a qualification because they appreciate the demands of the subject and they are confident students will have acquired valuable transferable skills as well as knowledge and understanding of the past. These include: Understanding of history and development as it applies to nations and groups of people; efficiency in oral and written presentation skills; detailed research skills; proficient interview skills and techniques; proper and accurate record keeping skills; critical thinking skills; strong communications skills.

History is frequently a qualification which provides a route into careers such as law, journalism, management, personnel work, public relations, the Civil Service and many other fields. This is evident in the range of highly respected History graduates from the presents and recent past: Nicky Campbell, Simon Mayo, Jeremy Bowen (BBC foreign affairs correspondent), Sacha Baron Cohen, Jonathan Ross, Louis Theroux, Marmaduke Hussey (formerly BBC Chairman of Governors), Brian Walden (TV interviewer), Melvyn Bragg, Gordon Brown, Alan Milburn, John Prescott, David Blunkett, Douglas Hurd, Sir Chris Patten, Kenneth Baker, Neil Kinnoch, Kenneth Clarke, John McGregor, John Gummer, Douglas Hogg, Dame Ruth Runciman (Advisory Council on the Misuse of Drugs), David Collett (director of VSO), Martin Gorham (chief executive of the National Blood Service), QC Michael Briggs, QC Michael Mansfield, Salman Rushdie, Andrew Morton (biographer), Alan Bennett (playwright), John Abbott (director general of the National Criminal Intelligence Service), Philip Bowyer and David Davies (Trade Union Leaders), Sir Howard Stringer (previous chairman of Sony Corporation), Sir Roland Smith (previous director of the Bank of England), Sir Robert Gunn (former Chairman of Boots), Lord Sainsbury.

SUBJECT DESTINATIONS

Economics, History/International and Relations, Politics and International Relations, History and Archaeology.

STUDENT UNIVERSITY DESTINATION 2015

History/International Relations at Oxford Brookes, Politics and International Relations at Kent, History at Royal Holloway, Economics at Loughborough, and Bristol and Archaeology at Bangor.

FOR MORE INFORMATION CONTACT

Mr D Samsami, The Marlborough Science Academy.

D.samsami@marlborough.herts.sch.uk

Information & Communication Technology

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|---------------|---------------|----------------------|
| 3 | ICT AS | AQA | 2520 |
| 3 | ICT A2 | AQA | 2520 |
| ENTRY REQUIREMENTS | | | |
| Five GCSE or equivalents at grades A* - C including ICT, English and Mathematics. Average GCSE point score 40. | | | |
| COURSE CONTENT | | | |
| <p>At AS, there are 2 complementary units concerned with applying ICT to solve problems and the study of the opportunities for and effects of using ICT in the world today. Candidates have the opportunity to put into practice a wide range of software and hardware to create solutions to solve problems:</p> <ul style="list-style-type: none"> •INFO1: Practical Problem Solving in the Digital World •INFO2: Living in the Digital World. <p>At A2, students study the concepts associated with the use of ICT in the 21st century. They also have opportunities for acquiring skills needed in the IT profession such as co-operative working and project management. These practical skills can be developed in areas of ICT that are of interest to them. Students can also use these newly acquired skills as a springboard into other qualifications and working environments:</p> <ul style="list-style-type: none"> •INFO3: The Use of ICT in the Digital World •INFO4: Coursework: Practical Issues Involved in the Use of ICT in the Digital World. | | | |
| EXPECTATIONS OF STUDENTS | | | |
| The GCE in ICT qualifies for UCAS points so if you complete it successfully you could move on to study for a degree or alternative qualifications in related subjects such as ICT, Computer Science, Information Systems, Multimedia, Software Engineering, Computer Networking, e-Business and Information Management. You could also go on to work based training such as IT User/Practitioner NVQs or vendor-specific qualifications. | | | |
| EXPECTATIONS OF STUDENTS | | | |
| <ul style="list-style-type: none"> • The ability to work independently, as well as within a team, in order to achieve specific goals. • Participate regularly during the tutorial sessions. • Ensure all homework set is completed punctually and appropriately. • Take responsibly for organising and pacing work to meet deadlines. • Be proactive in contacting their tutor and conducting their studies | | | |
| CAREERS PATHWAYS | | | |
| <ul style="list-style-type: none"> • Software development • E-product designer • Network management • Data analyst | | | |
| SUBJECT DESTINATIONS | | | |
| Web Marketing Manager, Information Security Analyst, UX Designer and Information Analyst | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| Ethical Hacking and Network Security at Coventry. | | | |
| FOR MORE INFORMATION CONTACT | | | |
| Mr J Rutherford, The Marlborough Science Academy. J.rutherford@marlborough.herts.sch.uk | | | |

Mathematics

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|--|----------------|---------------|----------------------|
| 3 | Mathematics AS | OCR | 3890 |
| 3 | Mathematics A2 | OCR | 7890 |
| ENTRY REQUIREMENTS | | | |
| <p>At least a grade A at GCSE Higher level (or a very high B with a recommendation from your GCSE teacher). Due to the nature of the course, students whose predicted grade is less than A will struggle with the full A level course.</p> <p>Average GCSE point score 42.</p> | | | |
| COURSE CONTENT | | | |
| <p>Students will cover 4 core modules and two modules from Mechanics, Statistics or Decision maths. The core element is algebra based, covering topics such as graphs, trigonometry, series differentiation and integration. The applied modules enable students to extend on their mathematical understanding by focusing in a specific area of mathematics. There are 3 exams in year 12 and 3 in year 13.</p> | | | |
| EXPECTATIONS OF STUDENTS | | | |
| <p>One of the key aims of the course is to encourage students to develop a deeper understanding of Mathematics, to promote independent thinking and to challenge their thought process when tackling more complex questions. They will be required to use logical thinking and should have an interest in the subject, and extending on what they have learnt at GCSE.</p> | | | |
| CAREERS PATHWAYS | | | |
| <p>Mathematics is relevant to other fields of study such as the Sciences, Geography, Economics and Business Studies. If you are considering university courses, A level maths is essential for some degree options such as Physics, Computing and Engineering as AS is of benefit in Chemistry, Biology, Business and Social Sciences. Its value beyond A level is also recognised. For other career paths A level Mathematics opens opportunities in the world of commerce and business including accounting and banking. Recent research suggests that people with A level Mathematics earn approximately £3,000 p.a. more than those without Mathematics.</p> | | | |
| SUBJECT DESTINATIONS | | | |
| <p>Accountancy, Financial Services, Education, Aerospace and Defence, Automotive, Construction and Engineering.</p> | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| <p>Electronic and Electrical Engineering at Loughborough.</p> | | | |
| FOR MORE INFORMATION CONTACT | | | |
| <p>Miss G Smith, Head of Mathematics at The Marlborough Science Academy. G.smith@marlborough.herts.sch.uk</p> | | | |

Media Studies

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|------------------|---------------|----------------------|
| 3 | Media Studies AS | WJEC | 2291 |
| 3 | Media Studies A2 | WJEC | 3291 |
| ENTRY REQUIREMENTS | | | |
| A love of print, television and online and an interest in the critical study of the media's role in society. You must meet the school's requirements for entry to A levels, including a C or above in an essay based subject like English or History. | | | |
| COURSE CONTENT | | | |
| Five hours a week: | | | |
| <ul style="list-style-type: none"> • AS: A mixture of pre-production, production and critical analysis of media products. (50%) One essay based exam, consisting of three questions looking at representation, the media industry and its audience. (50%) • A2: A detailed research project that will inform a production and then be critically analysed. (50%) One essay based exam, consisting of three questions looking at particular industries such as television, print and online Media (50%) | | | |
| EXPECTATIONS OF STUDENTS | | | |
| Students are expected to keep up to date with all essays and home learning in preparation for exams. Students must be prepared to work well with others and be reliable when working with peers. | | | |
| CAREERS PATHWAYS | | | |
| The media industry is one of the fastest growing areas of the economy and media studies combines well with a number of other courses at universities. This is a more rigorous course than the one previously studied at Marlborough and shows universities essay writing and analytical skills as well as practical ones. This is recognised when applying to university. For students wishing to break into design media this is the perfect foundation to a work placement or beginning of a career in magazine design, web design, journalistic writing or photo journalism. | | | |
| SUBJECT DESTINATIONS | | | |
| Media Production, Advertising and Public Relations. | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| Media Studies at Bangor, Digital Media at Bristol, Advertising, Public Relations and Media at Middlesex, Media Production at Hertfordshire and Kent. | | | |
| FOR MORE INFORMATION CONTACT | | | |
| Mr B Corbett, The Marlborough Science Academy. B.corbett@marlborough.herts.sch.uk | | | |

Photography

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|------------------------------|------------------|-------------------------|
| 3 | Photography A Level (Linear) | Edexcel | 9PY01 |
| ENTRY REQUIREMENTS | | | |
| <p>5 GCSE C and above, some experience of taking photographs and preferable a C in Art. A genuine interest in visual arts and other cultures. Enthusiasm. Ability to work independently and with maturity.</p> | | | |
| COURSE CONTENT | | | |
| <p>5 hours per week (plus independent study 4 hours per week) Learning how to take interesting pictures, develop film, controlled printing in the dark room, using studio equipment as well as electronic imaging. Manipulation of photographs using artistic approaches and materials. Students explore projects theme/s using the camera as their medium. Research and analysis of artists and photographers work to inform their own ideas. A final practical exam set by the exam board.</p> | | | |
| EXPECTATIONS OF STUDENTS | | | |
| <p>You will need to keep a sketchbook throughout the 2 years of all your thoughts and photographs you have taken. Be motivated enough to manage your own time effectively and expect to take much of your photography in your own time for use in the lessons.</p> | | | |
| CAREERS PATHWAYS | | | |
| <p>Further your study in Photography; H.N.D, Foundation Degrees, First Degrees and Employment.</p> | | | |
| SUBJECT DESTINATIONS | | | |
| <p>Photographic Services, Newspaper, Periodical, Book, and Directory Publishers, Television Broadcasting, Arts, and Entertainment.</p> | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| <p>Photography at Falmouth, Hertfordshire and Norwich.</p> | | | |
| FOR MORE INFORMATION CONTACT | | | |
| <p>Ms A Rickman, The Marlborough Science Academy. A.rickman@marlborough.herts.sch.uk</p> | | | |

Physics

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|---------------|------------------|-------------------------|
| 3 | Physics AS | Edexcel | 8PH0 |
| 3 | Physics A2 | Edexcel | 9PH0 |
| ENTRY REQUIREMENTS | | | |
| <p>This subject assumes an understanding of the Physics of GCSE science. Five GCSE grades at A*-C and an average point score of 42 or above. Grade CC for GCSE Double Science or C grade GCSE Physics. A minimum grade C in GCSE Maths is also an entry requirement.</p> | | | |
| COURSE CONTENT | | | |
| <p>Many of the areas of study extend from the Physics component of the GCSE science course and include: Mechanics, Electricity, Waves, Fields, Astrophysics and Practical investigations.</p> | | | |
| EXPECTATIONS OF STUDENTS | | | |
| <p>Minimum Mathematics skills include the ability to rearrange formulae and to plot and interpret line graphs. The study of AS Mathematics is preferable but by no means essential. Investigative skills are important, as are problem-solving skills. This will include the interpretation and manipulation of data. You will need to be able to think logically. You should be able to work independently as well as part of a team.</p> | | | |
| CAREERS PATHWAYS | | | |
| <p>The problem solving nature of Physics and the application of theory makes this course, an extremely useful foundation for further study and careers in the following areas: Aeronautics, Architecture, Electrical Engineering, Computer Science, Mechanical Engineering, Medicine, Forensic Science and many others.</p> | | | |
| SUBJECT DESTINATIONS | | | |
| <p>Physics, Electrical Engineering and Audio Acoustics.</p> | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | |
| <p>Audio Acoustics at Salford, Physics at Heriot-Watt and Electronic and Electrical Engineering at Loughborough.</p> | | | |
| FOR MORE INFORMATION CONTACT | | | |
| <p>Miss N Hinton, The Marlborough Science Academy. N.hinton@marlborough.herts.sch.uk</p> | | | |

Psychology

| LEVEL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER | | | | | | | | | | | | |
|---|-------------------------------------|---------------|----------------------|---------|--|---------------------|------------------------|-------------------|--------------------------|--------------|-----------------------|-----------|----------|------------|-------------------------------------|
| 3 | Psychology AS | AQA | 7181 | | | | | | | | | | | | |
| 3 | Psychology A2 | AQA | 7182 | | | | | | | | | | | | |
| ENTRY REQUIREMENTS | | | | | | | | | | | | | | | |
| At least a grade C in Maths, English and Science. Average point score 39. | | | | | | | | | | | | | | | |
| COURSE CONTENT | | | | | | | | | | | | | | | |
| <p>Psychology will appeal to a cross-section of students, regardless of whether they have studied the subject before. It builds on skills developed in the sciences and humanities, and enables progression into a wide range of other subjects.</p> <p>Approaches and methods related to the core areas of Psychology – cognitive, social, biological, developmental, individual differences and research methods are all delivered throughout the course. Students are then able to develop their understanding through a number of applications including Criminology, Clinical and Child Psychology. Students will also conduct a number of practical investigations and develop an understanding of how science works. These qualifications are linear. Linear means that students will sit all the AS exams at the end of their AS course and all the A-level exams at the end of their A-level course.</p> | | | | | | | | | | | | | | | |
| EXPECTATIONS OF STUDENTS | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Interested in people and how they work • Good critical thinking skills • Good investigation skills • Ability to remember theories and studies • Positive attitude to learning | | | | | | | | | | | | | | | |
| CAREERS PATHWAYS | | | | | | | | | | | | | | | |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Teacher</td> <td></td> </tr> <tr> <td>Health professional</td> <td>Marketing, advertising</td> </tr> <tr> <td>Sports Psychology</td> <td>Educational Psychologist</td> </tr> <tr> <td>Psychologist</td> <td>Criminal Psychologist</td> </tr> <tr> <td>Therapist</td> <td>Business</td> </tr> <tr> <td>The Police</td> <td>Any job where you work with people.</td> </tr> </table> | | | | Teacher | | Health professional | Marketing, advertising | Sports Psychology | Educational Psychologist | Psychologist | Criminal Psychologist | Therapist | Business | The Police | Any job where you work with people. |
| Teacher | | | | | | | | | | | | | | | |
| Health professional | Marketing, advertising | | | | | | | | | | | | | | |
| Sports Psychology | Educational Psychologist | | | | | | | | | | | | | | |
| Psychologist | Criminal Psychologist | | | | | | | | | | | | | | |
| Therapist | Business | | | | | | | | | | | | | | |
| The Police | Any job where you work with people. | | | | | | | | | | | | | | |
| SUBJECT DESTINATIONS | | | | | | | | | | | | | | | |
| Clinical Psychologist, Counselling Psychologist, Educational Psychologist, Forensic Psychologist, Occupational Psychologist, Sport and Exercise Psychologist. | | | | | | | | | | | | | | | |
| STUDENT UNIVERSITY DESTINATION 2015 | | | | | | | | | | | | | | | |
| Psychology at Lancaster and Derby. | | | | | | | | | | | | | | | |
| FOR MORE INFORMATION CONTACT | | | | | | | | | | | | | | | |
| Miss C Curtis, The Marlborough Science Academy. C.curtis@marlborough.herts.sch.uk | | | | | | | | | | | | | | | |

Spanish

| LEV EL | SUBJECT TITLE | AWARDING BODY | SPECIFICATION NUMBER |
|---|---------------|------------------|-------------------------|
| 3 | Spanish AS | AQA | 7691 |
| 3 | Spanish A2 | AQA | 7692 |
| ENTRY REQUIREMENTS | | | |
| Five GCSE grades at A* - C via the higher tier or above at GCSE Spanish, including a B grade in the written exam. Students who sit only foundation papers at GCSE should consult with their teacher. | | | |
| COURSE CONTENT | | | |
| At AS level, students will have the opportunity to extend their skills in listening, speaking, reading and writing through the study of materials related to contemporary Spanish and North American countries. Topics included are the family, leisure, education, the media, the environment, immigration and multiculturalism. | | | |
| At A2 level, students continue to develop their competence in language and explore further social, cultural and political issues. In addition, a literary text or topic may be studied. | | | |
| EXPECTATIONS OF STUDENTS | | | |
| Students should have an interest in one of the Spanish speaking countries and/or be informed about its history, culture and current events. | | | |
| Students should preferably have also made a visit to the country concerned. | | | |
| Students must attend conversation lessons with the assistant, as well as have the self-discipline to learn vocabulary and master Spanish grammar. | | | |
| CAREERS PATHWAYS | | | |
| Spanish has long been recognised as providing a sound background to academic studies. Understanding and using Spanish is a desirable skill in many areas of work. Spanish is in demand in banking, insurance, marketing, science and technology, journalism, tourism, law, education and engineering. | | | |
| SUBJECT DESTINATIONS | | | |
| Culture/Tourism, Government, Education and Business. | | | |
| FOR MORE INFORMATION CONTACT | | | |
| Mr K Henshall, The Marlborough Science Academy. K.henshall@marlborough.herts.sch.uk | | | |

ADDITIONAL COURSE PROVISION

Alban Learning Partners

Currently students from Marlborough access courses provided by our consortium partner schools that we do not provide. This enables students to choose from a wider array of subjects. Admission on to those subjects depends upon subject availability, spaces and specific course entry requirements.

Currently our students access the following courses at our learning partner schools;

Economics

Sociology

Philosophy and Ethics

Music BTEC

Food Technology

We invite students to indicate on their options form if they would like to study a subject at a consortium school and will again make contact when we have more information about availability of these courses.



SIXTH FORM APPLICATION FORM

This form is not binding on school or student, but is important for planning our timetable for next September. The nomination of subjects below does not guarantee that they will be provided in September or that subjects will be timetabled in such a way that it is possible to take the combination requested.

Name _____

School _____ Form _____

Home Address _____

Telephone: _____ Are you planning to study medicine/veterinary medicine (Yes/No) _____

Subjects studied in Year 11 and latest grade card prediction

| GCSE Subject | Grade Predicted | GCSE Subject | Grade Predicted |
|--------------|-----------------|--------------|-----------------|
| 1 | | 6 | |
| 2 | | 7 | |
| 3 | | 8 | |
| 4 | | 9 | |
| 5 | | 10 | |

Write down a maximum of five courses that you would like to study in **order of preference**.

| Choice | Course |
|--------|--------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

If you are considering applying to other school 6th forms please list below:

If you are applying to a college and if known the course that you are applying to please list below:

Signature of parent: _____ Date _____

Signature of Student _____ Date _____

Please return this form to your home school by Monday 14th December 2015.

(Applications received after this date will still be accepted but will not be able to be used to plan the curriculum offer)