



The Marlborough  
Science Academy  
*'shaping futures'*

## **Curriculum Offer 2020-21**

### **Student Choices For Years 9, 10 and 11**



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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 and be prepared for success in whatever their chosen path is. We recognise too that this preparation is as much about qualifications as it is about developing skills such as resilience, determination, intuition, independence and creativity as well as effective communication; we know these qualities will serve our students well whatever they do!

We were delighted with the following comments from Ofsted (2018):

“The most able pupils, within both key stages 3 and 4, who spoke with inspectors, said that they usually find tasks interesting and ‘hard enough to make you think, but not so hard that you give up’.”

“... pupils make good progress and achieve public examination results that are at least in line with pupils with the same starting points nationally.”

We have factored the EBacc into our curriculum whilst being mindful that one size does not fit all; 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**, we know you will 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.

You will need to complete your options online at [www.sims-options.co.uk](http://www.sims-options.co.uk) by **Friday 21<sup>st</sup> February**. Please also keep a copy of your option choices for your own records. 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 are in 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 will be extending this to Year 9 next year so if this is something you would be interested in please indicate this in options online.

I am sure that you already know that Options Evening is on Wednesday 22<sup>nd</sup> January at 6.00pm in Da Vinci Hall for forms 8AD, 8AS, 8EF and 8FD and 7pm in Da Vinci Hall if you are in form 8CG, 8HA, and 8RV. This is such an important evening and it is crucial that everyone attends; it is the first time there is the opportunity to make choices about study and that's got to be exciting!

Should you have any questions at all about the process or pathways please see your Form Tutor, Miss M Pounnas or anyone on the Leadership team.

Good luck.

Miss D Crook  
Deputy Headteacher



## Options Timeline

Following the steps below will help you to get the best support for your choices.

- Step 1:** Participate in a careers unit in PSHCEE using the Fast Tomato Software to look at different careers options (already taken place).
- Step 2:** Read this booklet carefully with your parents/carers.
- Step 3:** Attend the talks in assembly on Monday 13<sup>th</sup>, Thursday 16<sup>th</sup>, Monday 20<sup>th</sup> and Friday 24<sup>th</sup> January in Pascal Hall on the new subjects that are on offer and how to go about choosing your options.
- Step 4:** Attend the Year 8 Options Evening on Wednesday 22<sup>nd</sup> January with your parent/carer. Talk to the subject staff and see the connexions adviser for any careers advice in the Post 16 social area.
- Step 5:** Talk to your parents and other people who know you well about which subjects you should take next year.
- Step 6:** If you know what career you want to follow check which subjects you need to study in order to work towards this, you could look on Fast Tomato, Unifrog, arrange a careers interview or ask Mrs Rutherford about this. You should remember also that you may still change your mind about what you wish to do in the future so try and keep your options open by choosing a range of subjects. It may well be the case that the job you will do in the future has not even been invented yet!
- Step 7:** Talk to teachers and staff who teach the subjects.
- Step 8:** Attend the Year 8 Consultation Evening with your parents/carers on Monday 3<sup>rd</sup> February at 3.30pm to discuss your progress in your subjects and find out what your teachers think.
- Step 9:** Consider a backup plan in case you are unable to get your first choice subjects, this is really important. Miss Crook does the utmost to give everyone their first choice but with practical subjects in particular this is not always possible.
- Step 10:** Complete your options online, keep a copy of your choices for your own records, by Friday 21<sup>st</sup> February.
- Step 11:** Attend an interview with Miss Crook to discuss your options choices if necessary

You should receive confirmation of your Key Stage 4 courses by the end of April 2020.

## September Timeline

- Thursday 3<sup>rd</sup> September 2020 - start of the new academic year and your new courses.
- The majority of students will settle into their courses quickly and enjoy their learning, confident that they have made the right choice. It is important that you give yourself at least three weeks to get used to the new subjects and the different ways of learning.
- If you are concerned about your choice/subject during this time it is important that you talk to your teacher in the first instance. It may be a case of just understanding how the course is going to progress.
- If after talking to your teachers you still feel concerned about a subject then it is important that you see Miss Crook to discuss this as it may still be possible to make an adjustment to your choices, although this may be limited due to some courses being full.
- The last day for any adjustments to the option choices is Friday 23<sup>rd</sup> October 2020 - the end of the first half term. After this you will have missed too much content to be able to catch up successfully.



## Choosing your options

All students must study the core curriculum. This includes:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science
- Philosophy and Ethics (non-examined)
- PSHCEE/Careers (non-examined)
- Sport (non-examined)

In addition, students will follow one of our four pathways:

- Atom
- Electron
- Proton
- Neutron

This will enable students to have a range of choices carefully considered to try and meet all their needs.

Students will be allocated a curriculum pathway based on their progress and current levels of attainment in their core subjects. Through discussion with the respective Heads of Faculty we will ensure that they have the best opportunity to be successful.

Students will be taking the new GCSE courses which have been phased in over three years. These are graded 9-1, a grade 5 is the expected level of attainment for all students in English and Mathematics.

In addition we also offer a number of vocational courses/technical awards. These include the AQA Technical Awards, BTECs, Cambridge Nationals, NCFE and VTCT. These courses are all equivalent to GCSEs but may well suit students who are more successful with a different style of learning and assessment.

## Curriculum Pathways

### The Atom Curriculum

Students on the **Atom** Curriculum will be studying the core and be able to choose four more subjects including: a Humanities subject, a Language plus two further subjects from block 3.

Atom			
Core Subjects	Humanities Choose 1 from	Languages Choose 1 from	Open Option Choose 2 from
<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</li><li>• Sport</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 and Design</li><li>• Art and Design: Graphic Design</li><li>• Art and Design: Textiles Design</li><li>• Business Studies</li><li>• Child Development</li><li>• Classical Civilisation</li><li>• Computer Science</li><li>• Dance</li><li>• Design and Technology</li><li>• Drama</li><li>• Engineering</li><li>• Food and Nutrition</li><li>• Media Studies</li><li>• Music</li><li>• Philosophy and Ethics</li><li>• Physical Education</li></ul>

This pathway follows the English Baccalaureate (EBacc). This is not an additional qualification but is a suite of courses that are studied to GCSE and must include English, Language and Literature, Mathematics, Science, History or Geography and a language. Some universities view the English Baccalaureate as favourable and it may therefore help students when applying to the Russell group of universities in particular.

The Art courses all count as the same qualification, even though different materials are used in these, students should therefore only choose one of these.

You need to have studied Spanish 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.

It may be possible for students to study two Humanities subjects, for example Geography and History, if you wish to do so please write this in the comments section of the online options.

If students who have been allocated the Atom pathway are concerned about studying a language or Humanities subject please talk to Miss Crook.



## The Electron Curriculum

Students on the **Electron** curriculum will study the core. In addition they will be able to choose one option from Block 1, either a Humanities or Language option, plus two further subjects from Block 2.

<b>Electron</b>		
<b>Core Subjects</b>	<b>Humanities/Languages Choose 1 from</b>	<b>Open Option 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</li> <li>• Sport</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 and Design</li> <li>• Art and Design: Graphic Design</li> <li>• Art and Design: Textiles Design</li> <li>• Business Studies</li> <li>• Child Development</li> <li>• Classical Civilisations</li> <li>• Computer Science</li> <li>• Dance</li> <li>• Design and Technology</li> <li>• Drama</li> <li>• Engineering</li> <li>• Food and Nutrition</li> <li>• French</li> <li>• Media Studies</li> <li>• Music</li> <li>• Philosophy and Ethics</li> <li>• Physical Education</li> <li>• Spanish</li> </ul>

The Art courses all count as the same qualification, even though different materials are used in these, students should therefore only choose one of these.

It may be possible for students to study two Humanities subjects, for example Geography and History, if you wish to do so please write this in the comments section of the online options.

If students wish to study the English Baccalaureate there is the choice to choose a Humanities in the Humanities/Language block and then a Language subject in the open option block.

## The Proton Curriculum

Students on the **Proton** curriculum follow the core. In addition they will be able to choose three more subjects including a Humanities subject, plus two further subjects from block 2.

<b>Proton</b>		
<b>Core Subjects</b>	<b>Humanities Choose 1 from</b>	<b>Open Option 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</li> <li>• Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Art and Design</li> <li>• Art and Design: Graphic Design</li> <li>• Art and Design: Textiles Design</li> <li>• Child Development</li> <li>• Dance</li> <li>• Design and Technology</li> <li>• Drama</li> <li>• Engineering</li> <li>• Food and Nutrition</li> <li>• ICT</li> <li>• Media Studies</li> <li>• Music</li> <li>• Philosophy and Ethics</li> <li>• Physical Education</li> </ul>

The Art courses all count as the same qualification, even though different materials are used in these, students should therefore only choose one of these.

It may be possible for students to study two Humanities subjects, for example Geography and History, if you wish to do so please write this in the comments section of the online options.

## The Neutron Curriculum

Students on the **Neutron** curriculum follow the core. In addition they will be able to choose two further subjects from Block 1.

<b>Neutron</b>	
<b>Core Subjects</b>	<b>Open Option 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</li> <li>• Sport</li> </ul> <p><b>In addition students will follow a study support programme:</b></p> <p>Students will develop life skills to support them with their learning and prepare them for their futures, this will include elements of the Bronze Duke of Edinburgh Award.</p> <p>They will also take the BTEC ICT course, see page 40. This is a level 2 qualification equivalent to a GCSE.</p>	<ul style="list-style-type: none"> <li>• Art and Design</li> <li>• Art and Design: Graphic Design</li> <li>• Art and Design: Textiles Design</li> <li>• Child Development</li> <li>• Dance</li> <li>• Design and Technology</li> <li>• Drama</li> <li>• Engineering</li> <li>• Food and Nutrition</li> <li>• Hairdressing and Beauty Therapy</li> <li>• Media Studies</li> <li>• Music</li> <li>• Philosophy and Ethics</li> <li>• Physical Education</li> </ul>

The Art courses all count as the same qualification, even though different materials are used in these, students should therefore only choose one of these.

## **In addition:**

### **Sport**

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

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

Students will have the opportunity to be involved in an Army Combined Cadet Force. We have a Marlborough detachment that meet on a Friday evening, 3.30pm to 6pm at St Albans Boys School.

The cadets offers some fantastic opportunities to develop new skills in a disciplined and structured environment.

When asked what they enjoy most about the cadets our students say ‘making new friends and learning new skills’, ‘Winter Camp, as we got to fire an actual rifle that is used by the army’ and ‘exercises in section attacks, scouting and combat first aid.’

Should this be of interest to you at this stage please indicate this in your online options form.



## Post 16

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 22<sup>nd</sup> January 2020 at 6pm in Da Vinci Hall if your child is in form 8AD, 8AS, 8EF and 8FD and 7pm in Da Vinci Hall if you are in form 8CG, 8HA, and 8RV.**
- 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 3<sup>rd</sup> February from 3.30pm to 6pm in Da Vinci Hall.

**Please note that we can only run optional subjects if enough students choose to study them.**

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

- Miss M Pounnas, Director of Learning and Transition for Key Stage 3 on 01727 731386 [m.pounnas@marlborough.herts.sch.uk](mailto:m.pounnas@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 and two for English Literature:

- English Language
  - Paper 1 (Fiction, 50%) – 1 hour 45 minutes
  - Paper 2 (Non-Fiction, 50%) – 1 hour 45 minutes
- English Literature
  - Paper 1 (Shakespeare and the Nineteenth Century Novel, 40%) – 1 hour 45 minutes
  - 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 equally weighted examination 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	Information and Communication Technology
Medicine	Banking
Architecture	Insurance
Engineering	Marketing
Accountancy	Business Management
Psychology	Pharmacy
Computing	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 and prior learning.

- GCSE Single Sciences
  - Students will have subject – specialist teaching in all three Sciences and take two 1 hour 45 minute exams per Science at the end of Year 11 to demonstrate their understanding of each.
  - This will result in three separate GCSEs
    - GCSE Biology
    - GCSE Chemistry
    - GCSE Physics

- GCSE Combined Sciences (AQA Trilogy)
  - students will have subject-specialist teaching in all three Sciences and take two 1 hour 15 minute exams per Science at the end of Year 11 to demonstrate their understanding of each.
  - This will result in two separate GCSE grades.
    - GCSE Combined Science

Please note – decisions on which pathway a student takes in Science are made in Year 10 following a generic year across all sets for Year 9. These decisions are made based on student achievement and effort through Year 9, as well as a judgement on how they will cope with the pace and depth of knowledge needed for the Single Sciences route verses the greater time and reduced content provided by the Combined Science course. Students will be entered for either the Foundation Tier (grades 1 - 5) or the Higher Tier (grades 4 - 9), this will be decided in Year 11.



## Science at KS4

The Science faculty will suggest which the best course for each student to follow is. 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:  GCSE Biology GCSE Physics GCSE Chemistry	Separate GCSEs x 3	Students will gain 3 GCSEs graded 1-9. The grades may be different for each subject area.	<ul style="list-style-type: none"> <li>• Students achieving level 6a or higher at the end of Key Stage 3</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>	<p>Students will cover the same content as those on the combined course, but with 'top up' content added to each chapter covered as they progress through the course to account for the third GCSE.</p> <p>They will sit 2 x 1 hour 45 minute exams per science, for a total of 3 hours 30 minutes per subject, 10 hours 30 minutes examination time in total.</p> <p>Students on the Single Science pathway will need to be able to cope, not just with this extra content, but also with the rapid pace of teaching.</p>	<p>Students are likely to want to study these sciences at AS or A level. Students may have definite Science related career plans such as medicine, professional scientist, engineer or optician</p>
GCSE Combined Science	Separate GCSEs x 2	Students will gain 2 GCSEs graded 1-9.	<ul style="list-style-type: none"> <li>• Students achieving level 6b – 4a at the end of Key Stage 3</li> </ul>	<p>Students on the combined pathway will cover the same content as the single science students, outlined as standard in the specification. However, there is no top up content for combined students.</p> <p>Combined Science students will sit 2 x 1 hour 15 minute exams per Science, with a total of 2 hours 30 minutes per subject, 7 30 minutes examination time in total.</p>	As above.

## Sport

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

### Broad Curriculum

Key Stage 4 Sport 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, Badminton, Basketball, Handball, Volleyball, Rugby, Outdoor Adventurous Activities and Health Related Exercise. Careful consideration is given to offering a broad educational curriculum.



### Games activities

These modules will focus on developing a deeper understanding of the key concepts that underpin tactics and strategies in team games. Students will not only focus on their own performance but also the performance of the whole team as well as undertake different roles within the game including referee, coach etc.

### 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.

### Outdoor Adventurous Activities

These modules focus on teambuilding, cooperation, problem solving and resilience. Students will develop ways to solve team problems including shelter building, orienteering and wide games, as well as considering how they lead and what skills a leader requires.



## Core Philosophy and Ethics

Core Philosophy and Ethics is taught to all students at KS4, regardless of their option choices. This is due to a Government requirement that all students should study Religious Education in some form. However, Core Philosophy and Ethics is not an examined subject, and students will not receive a qualification in this subject.

Students will have the opportunity to discuss various moral, ethical and philosophical issues, which will allow them to consider their own values and opinions and compare these with others.

### List of the topics in the course

- Good and Evil
- The Holocaust
- War and Peace
- Crime and Punishment
- Poverty and Wealth
- Relationships and Families
- Medical Ethics
- Life and Death

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

Discussion skills are incredibly important in the subject, as Core Philosophy and Ethics lessons see much debate, helping to hone debating skills as well as aid the development of personal beliefs and opinions. The ability to listen to others and to understand and appreciate the different views you may hear is also highly valued, as are problem solving skills and openness to belief systems that may differ from your own.

### Types of tasks you will complete

Many lessons focus on discussion and group work, these will be looked at along with written work in order to ascertain understanding within lessons. Personal opinions and thoughts on different issues are also developed through in-class debates as well as working on different projects and student-led teaching activities.

### Controlled Assessment

There is no controlled assessment.

### Examination

There is no examination for this course.



### 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 three 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. More and more employers these days are interested in a workforce with an ability to think creatively.



## Art and Design: Graphic Design

### Qualification Gained:

NCFE Level 2 Technical Award in Graphic Design

Graphic Design is a form of visual communication. It is a process by which visual information is given form and structure, so as to communicate a message. Being a Graphic Designer is the profession of visual communication that combines images, words and ideas to convey information to an audience. It involves designing print or electronic forms of visual information for advertisement, publication or websites.

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

In Graphic Design, students complete a number of focussed practical tasks and Design and Make projects that develop design and making skills, and theory inputs that develop knowledge and understanding of the subject.

### Types of tasks you will complete

You will learn to be creative through the designing and modelling of new products and items. You will develop new drawing and rendering techniques so you can express your ideas. You will be developing your skills in computer-aided design (CAD) using 2-D Design, Solid Works and computer-aided manufacture (CAM).

It will develop your knowledge and use of the design process, such as designing, planning, problem solving and practical skills. You will research and analyse different lettering styles and learn about printing techniques.

### Examination

To be awarded the Level 2 Technical Award in Graphic Design, students are required to successfully complete 4 mandatory units.

- Unit 1: Introduction to Graphic Design
- Unit 2: Graphic Design Practice
- Unit 3: Responding to a Graphic Design Brief
- Unit 4: Graphic Design Portfolio



Students must successfully demonstrate their achievement of all the learning outcomes for the units. Students must also achieve a minimum of a Pass in the external assessment.

### What can this qualification lead to

Students who achieve this qualification could progress onto Level 3 qualifications and A Levels, such as the Level 3 Applied General Certificate in Art & Design or A Level Design and Technology.

Graphics can lead to a wide range of career options: Engineering, Architecture, Interior Design, Surveying, Product Design, Furniture Design, Graphic Design, Art, Illustration, Media Studies, Transport Design, Advertising, Urban Design.

## Art and Design: Textiles Design

### Qualification Gained:

GCSE in Art and Design: Textiles Design

Textile Design is defined here as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics.



### 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

Textile Design encompasses a very broad range of materials, techniques and processes, including recyclable materials and a growing number of interdisciplinary approaches. The range is increasing as new materials and technologies emerge, for example, in the field of 'intelligent textiles'. In order to provide sufficient opportunities for research into contemporary practice, students can explore practitioners working in occupations such as a textile designer, textile buyer, fashion designer, fashion forecaster, knitwear designer, milliner, fashion journalist, colour consultant, theatrical costume designer, fashion illustrator, pattern-cutter and designer-maker.

### Types of tasks you will complete

- Develop ideas that are informed by contemporary textile design in their own and other societies and other sources, for example fine art and crafts such as jewellery.
- Explore a wide variety of work produced by textile designers and understand the differences in their methods, approaches, purposes and intentions.
- Reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate breadth of textile design approaches and processes.
- Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes

### Examination

Component 1 – A Portfolio of work worth 60%

Component 2 – An externally set assignment worth 40%

### 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.





## Business Studies

### Qualification Gained:

NCFE Level 2 Technical Award in Business and Enterprise



### List of the topics in the course

- Component 1: Starting a business or enterprise
  - Aims and Objectives
  - Legal Structures
- Component 2: Market Research and Analysis
- Component 3: People, Operations and Recruitment
- Component 4: Finance for business and enterprise
- Component 5: Produce a Business plan for a business or enterprise
- Component 6: Evaluate a business plan

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. Plan, organise and evaluate your own business enterprise.

### Controlled Assessment

50% of the course is assessed through controlled assessment tasks focussing on all 6 components. Each component contains at least 2 assignments.

### Examination

50% of the course is assessed in the form of one examination; a written paper (revising the content delivered for the controlled assessment task) lasting 2 hours. This examination can be resat once.



### 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!

## 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 desirable if you have regular contact with a child between the ages of birth and 5 years, but not essential.

### 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

Myth and Religion – a comparative study of Greece and Rome

Roman city life – a close study of Roman culture and literature.

### 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

Tasks will vary between topics. These will include exploration of Roman and Greek gods, temples, rituals and sacrifice as part of the myth and religion topic. Other tasks include evaluation of ancient Greek and Roman texts in translation. These include stories and myths about journeying to the Underworld and the legendary hero Hercules.

### Examination

Myth and Religion – One 1 hour and 30 minute written paper (50%).

Roman city life – One 1 hour and 30 minute written paper (50%).



### What sort of jobs is it 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 may also have the opportunity to take part in a school trip to either Italy or Greece. Previously we have visited ancient Roman sites such as the Colosseum and the Pantheon in Rome, as well as the ancient site of Pompeii destroyed by the eruption of Mount Vesuvius in 79AD. Ancient Greek sites such as Athens, Delphi and Olympia are also popular destinations on the Greece trip, and prove extremely useful in expanding the students' knowledge of topics learnt in the classroom. Both trips provide an excellent opportunity for students to gain an appreciation for the ancient architecture and culture that Greece and Italy have to offer.

## 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, an enjoyment of solving puzzles and 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

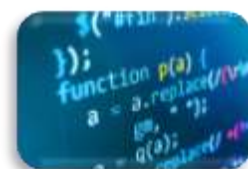
20% of your work on this course will be assessed through controlled assessments. Unit 3 (the programming project) is the controlled assessment element. You will have 20 hours to complete your work.

### Examination

80% of your final mark will come from two 1 hour 30 minute 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

### Qualification Gained:

GCSE Design & Technology

### 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.



## 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 piece, 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

Controlled assessment takes the form of a devised performance (10%), a working notebook, charting the process and inspirations of the students' devised performance (30%).

### Examination

One 1 hour 45 minute examination - 40% of the final grade. This examination will cover directorial interpretations of set texts and evaluation of live theatre experiences.

Practical examination - the performance of two extracts from one play - students may contribute as performer or designer (20%)

### 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.





# Engineering

## Qualification Gained:

Cambridge Nationals Engineering Manufacture Level 1/2 Award/Certificate

## List of the topics in the course

Students have to study four units which make up the course content:

- Unit 1: Engineering Materials, Processes and Production
- Unit 2: Preparing and Planning for Manufacture
- Unit 3: Computer-Aided Manufacturing
- Unit 4: Quality Control of Engineered Products



## Skills and Interests that will help you do well

- An interest in an engineering career
- A willingness to learn practical skills and processes
- A desire to adhere to health and safety in any workshop environment
- A curiosity in learning how things work
- An enjoyment of making quality products

## Types of tasks you will complete

Making products and components in metal

Machine setting and tool maintenance

Use of lathes and milling machines to close tolerances

Use of hand and bench tools to produce quality outcomes

## Controlled Assessment

Units 2, 3 and 4 are assessed internally through controlled assessment (75%).

## Examination

Unit 1: Engineering Materials, Processes and Production is assessed via a written examination.

This amounts to 25% of the students overall grade.

The award is graded Level 2 Pass, Merit, Distinction, Distinction \*, or Level 1.

## What sort of job is it useful for

Achieving this qualification could help you progress in a variety of Engineering or Manufacturing roles, apprenticeships and further studies, such as Engineering Technician, Maintenance fitter, Manufacturing operative.



## 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, an enjoyment of cooking, enthusiasm, an interest in different types of foods and different types of cooking from all over the world.

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. We can provide ingredients for students who are registered or have previously been registered for free school meals

### 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**

One 1 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.

A Key Stage 4 French Language immersion trip to Normandy is offered as an important element of the programme.

### Essential equipment

You will need a bilingual dictionary with verb tables. Core home learning is set from the Key Stage 4 workbook and the ActiveLearn online interactive package which is designed to consolidate and extend key core skills. Revision guides and workbooks are also advisable. All books may be purchased through Schoolcomms.

### Examination

You will be entered for final examinations in either the Foundation (F) or Higher (H) Tier:

- Listening - a 35 minute (F) or 45 minute (H) examination
- Speaking - 30 minutes per candidate (F and H) - 15 minutes preparation and 15 minutes for the examination
- Reading - a 45 minute (F) or 1 hour (H) examination
- Writing - a 1 hour (F) or 1 hour 15 minute (H) examination

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 (AQA)

### Qualification Gained:

GCSE Geography

### List of the topics in the course

Aid, coasts, earthquakes, energy and development, environmental issues, extreme environments, global resources, globalisation, map skills, population, rainforests, rivers and flooding, sustainability, trade, tropical storms, urban development.

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

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

### Types of tasks you will do

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

### Examination

- Unit 1: Challenges in the physical world, a 1 hour 30 minute written paper (35%)
- Unit 2: Challenges in human world, a 1 hour 30 minute written paper (35%)
- Unit 3: Geographical application, a 1 hour 30 minute written paper (30%)



### What sort of jobs it is useful for

Disaster management (EA), volcanologist (studies volcanoes), seismologist, accountancy, business analyst, town planning, conservation work, leisure and tourism, engineering, surveying and management, energy, sustainability and geographic information systems specialist. 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 (75%) and a 1 hour 30 minute written examination (25%).

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

Working in the hair and beauty industry, communication, customer service, selling and marketing, there is also scope to progress into the film, television and advertising industries.

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, 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

*"We are not makers of History,  
we are made by History."  
Martin Luther King*

### List of the topics in the course

- Health and the People in Britain, c1000 to the present day:  
Students will acknowledge factors behind key turning points between the middle ages and the 20<sup>th</sup> Century, which have caused progress in our understanding of how to treat disease. Students will also focus on developments in surgery and public health, from the Black Death to the welfare state. Has war saved more lives than it has killed? Were they just stupid back then, or are we dwarfs standing on the shoulders of giants?
- Elizabethan England, c1568–1603:  
Much in England and Europe changed during Elizabeth's long reign. Changes in attitudes towards the poor, attempts at exploring the globe and colonising, religious reforms, tensions with Spain leading to the Spanish Armada in 1588, and cultural advancements during the English Renaissance. Was this a 'golden age', or instead a time of persecution and propaganda?
- 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 the Second World War, including Hitler's policies and actions, and the policies of other nations in response. Why did the First World War fail to 'end all wars'? Should we blame Britain and France for the Second World War? Why did Japan and Italy fight on Germany's side?
- America, 1920–1973:  
A mixture of social, economic and political history. Students will look at fascinating topics like prohibition and the rise of organised crime, as well as the civil rights movement and significant individuals like Martin Luther King and President John F Kennedy. How much should governments be involved in our lives? To what extent have changes in America affected Britain? How much did things improve for African-Americans and women in America?

### 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 and for wanting to understand why we live in the Britain and World we do, with our privileges and problems. 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
- Analytical study of sources



- Research tasks
- Group debates and discussions
- Use of video footage and films
- Human timelines
- Presentations
- IT skills
- Memory games
- Fun quizzes to assess and recap knowledge
- Use of online revision through [historyhomelearning.co.uk](http://historyhomelearning.co.uk)



### Examination

The course is assessed by two 1 hour 45 minute written examinations:

- 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 is a very popular qualification to have.



## Information and Communication Technology (ICT)

### Qualification gained

BTEC Level 2 Tech Award in Digital Information Technology



### List of topics in the course

- Exploring User Interface Design Principles and Project Planning Techniques
- Collecting, Presenting and Interpreting Data
- Effective Digital Working Practices

### 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 and platforms
  - an understanding of image types and file types
  - creating products to fit a design brief
  - the ability to create spreadsheets to manipulate data
- Communication and 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:

- Analysis of apps and websites
- Investigation of different ways in which we can interact with computers
- Creation of apps, websites and information points to suit design briefs
- Creation of spreadsheet models

### Controlled Assessment

Two thirds of your final grade will be made up of your performance in controlled assessment pieces of work you will create for units 1 and 2. In the first project you will use planning techniques to create a user interface that meets user requirements. In the second project you will use your spreadsheet skills to create a data dashboard that will allow organisations to make effective decisions.

### Examination

Unit 3 ('Effective Digital Working Practices') is an examination which is set and marked by Pearson. This exam is designed to allow you to show your knowledge of the digital systems available to organisations and how their features have an impact on the way organisations operate. This is one third of the final grade.

### What sort of jobs is it useful for

The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs are advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy.

## **Media Studies**

### **Qualification Gained**

GCSE Media Studies

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

The course consists of three components.

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

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

### **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.

### **Examination**

Component 1: 1 hour 30 minute written paper (40%)

Component 2: 1 hour 30 minute written paper (30%)

Component 3: Controlled assessment (30%)

Component 1 Exploring the Media: introduces learners to the knowledge, understanding and skills required to look critically at media products through the study of key areas of the theoretical framework: media language and representation.

Component 2 Understanding Media Forms and Products: Component 2 builds on component 1 through a focus on all areas of the theoretical framework - media language, representations, media industries and audiences – in relation to the in-depth study of products set by WJEC Educas.

Component 3 Creating Media Products: In component 3 learners create an individual media production in one form for an intended audience, applying their knowledge and understanding of media language and representation.

**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

- Performing
- Composing
- Appraising

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

Music is offered to students with a keen interest in performing. An ability to play a musical instrument and read music is of considerable advantage. Students are encouraged to perform at school concerts, the M festival, public events and to join one of our extra-curricular clubs. We are able to provide all students who opt to take GCSE music with a 50% discount on one to one music lessons with our visiting teachers from Hertfordshire Music Service.

### Types of tasks you will complete

Students will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.



### Controlled Assessment

Students will have to compose two pieces of music based on a combination of musical elements (30%). The use of music technology is encouraged which assists students with multi-textured composition, sounds and playback. The solo and ensemble performances complete the controlled assessment (30%).

### Examination

There is one written paper (40%) lasting 1 hour 45 minutes. This comprises of four areas of study, each containing two Set Works. Students use the musical elements, musical contexts and musical language to analyse these pieces. The pieces range from Bach to Queen!

### What sort of jobs it is useful for

In the words of Albert Einstein: "The greatest scientists are artists as well". Music is part art, part science! Which means it will help you build your problem solving, research, planning, analytical and critical thinking skills, as well as develop your creativity.

Music encourages discipline, composure under pressure, time management, communication, team and individual working ability - all gained from practice and performing. These skills are in great demand from employers across a range of industries and is why a GCSE in music is very highly regarded.

Music graduates have a wide range of career options available to them both inside and outside of the industry, including: performer, teacher, administrator, songwriter, conductor, composer, recording engineer, manager, promoter, or music publisher.

There are also more jobs than ever in music business related areas, such as: careers in digital marketing, public relations, social media, technology, ticketing and merchandising. It is also common to find music graduates in consultancy, finance, banking, music therapy and legal jobs.



## 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

German 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.

## Philosophy and Ethics

### Qualification Gained

GCSE in Religious Studies A



### List of the topics in the course

- Religions: beliefs, teaching and practices:
  - Christianity
  - Islam
- Themes: modern and religious views of:
  - Relationships and Families
  - Religion, Crime and Punishment
  - Religion and Life
  - Religion, Human Rights and Social Justice

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

This subject greatly assists students with the ability to understand the points of view of others. This is something that could be useful for students looking to further study Religious Education and Philosophy and Ethics, or go on to study Sociology, Psychology or Government and Politics in the future. The GCSE course has a particular focus on religious beliefs and how these impact on modern day dilemmas, including important topics such as abortion, euthanasia, the death penalty, racism, and poverty.

### Types of tasks you will complete

Within this subject, students will be discussing beliefs and ideas and how these impact on different individuals. They will also have the opportunity to discuss and further develop their own beliefs and opinions on different topics. Students will use class learning and their own time to research how religions impact on the world today and the positive and negative impacts that this can have on different people and on the wider society. Different forms of media will be used in order to demonstrate ideals that religions may have, as well as how these religions have evolved over time in order to suit the needs of an ever-changing modern world.

### Controlled Assessment

There is no controlled assessment.

### Examination

Assessed by two 1 hour 45 minute examinations (50% each). One of these exams is solely based on knowledge of the beliefs and practices of Christianity and Islam and the second exam is based on the four themes studied.

### What sort of jobs it is useful for

A GCSE in Religious Studies can be useful for a number of different career paths, such as welfare work, social work, policing, media roles, teaching and any jobs where discussion and liaison with others is important.



## 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 need the ability to work well with others and to be organised and confident. They will also be expected to participate in physical activity by playing for the school in one or more of the extra-curricular teams or by playing competitive sport for a club outside of school. It is expected that students are able to play in a number of sports. The course has a heavy emphasis on sports science and learning how the body works and moves for sports performance, this will predominantly be delivered through classroom based activities.

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, one team sport, one individual sport and the third can be either. These sports have to be from the approved activity list from the exam board (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



We are currently investigating other PE specifications to ensure that we are studying the right course for our students. The course taken will either be GCSE or a GCSE equivalent PE course. If we do change from the GCSE course we will inform you at that stage.

## 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.

A Key Stage 4 language immersion trip to Andalucía, Spain is offered as an important element of the programme.

### Essential equipment

You will need a bilingual dictionary with verb tables. Core home learning is set from the Key Stage 4 workbook and the ActiveLearn online interactive package which is designed to consolidate and extend key core skills. Revision guides and workbooks are also advisable. All books may be purchased through Schoolcomms.

### Examination

You will be entered for final examinations in either the Foundation (F) or Higher (H) Tier:

- Listening - a 35 minute (F) or 45 minute (H) examination
- Speaking - 30 minutes per candidate (F and H) - 15 minutes preparation and 15 minutes for the examination
- Reading - a 45 minute (F) or 1 hour (H) examination
- Writing - a 1 hour (F) or 1 hour 15 minute (H) examination

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.

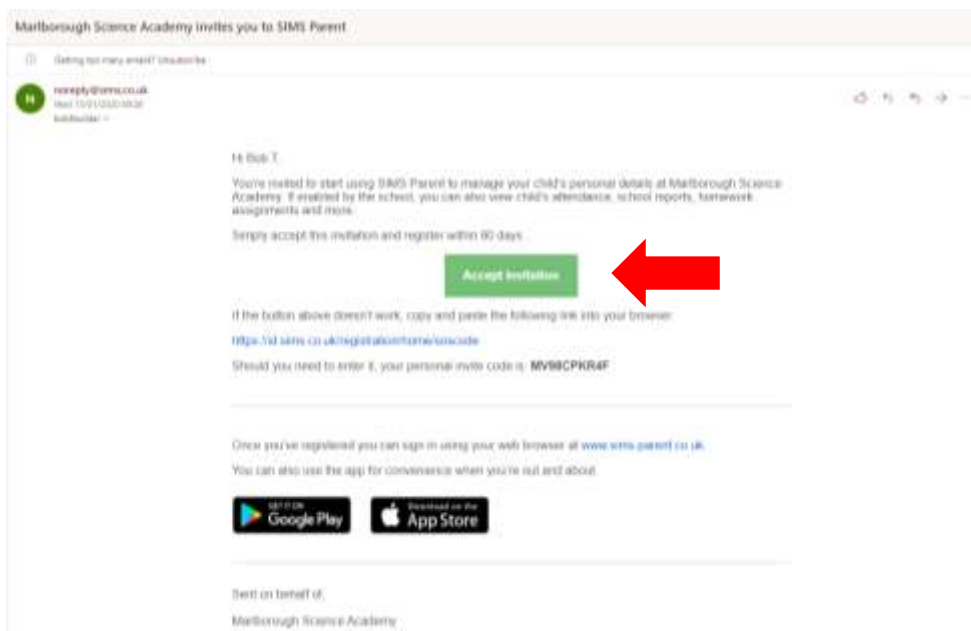
**A modern foreign language forms part of the English Baccalaureate and many universities consider language qualifications as part of their selection criteria.**



## How to Use SIMS Options Online

### Step 1: Receiving Your Invitation

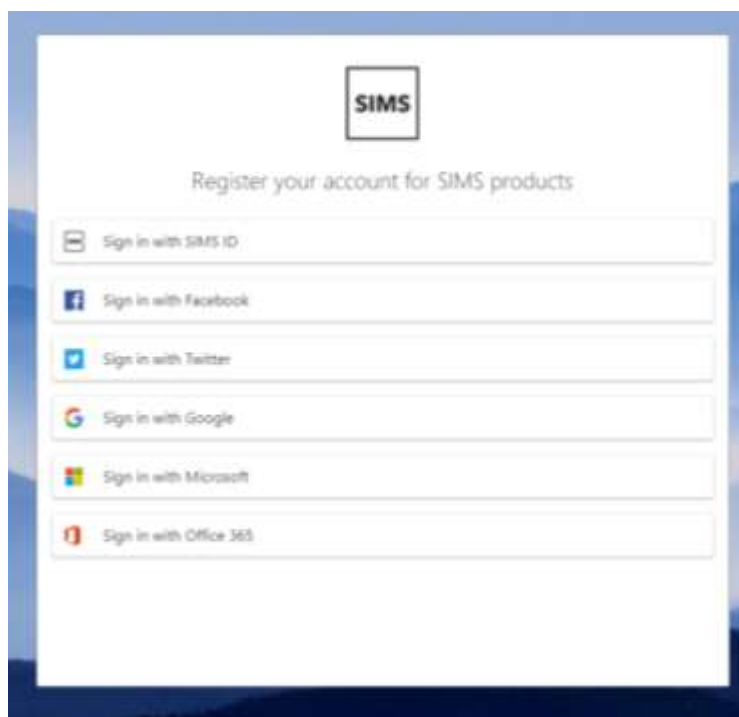
You will soon receive an email to the primary contact email address we have for your child from [noreply@sims.co.uk](mailto:noreply@sims.co.uk) titled "The Marlborough Science Academy Invites you to SIMS Parent", which will look something like the screenshot below:



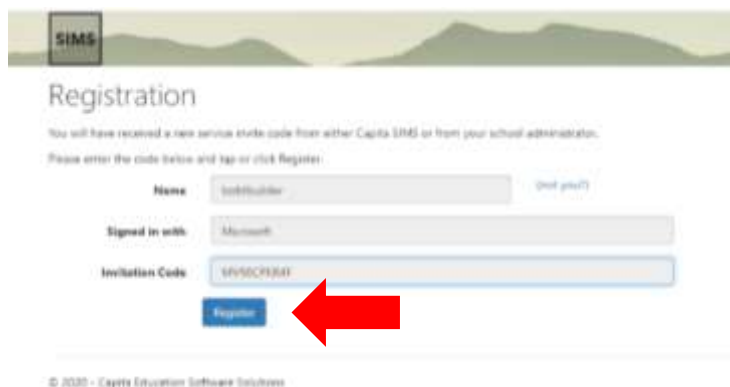
Click on the Accept Invitation box and this will take you to the login screen.

### Step 2: Login Screen - Setting Up Your Account

The only option you cannot login with is the SIMS ID option. You can sign in using your own personal accounts for Facebook, Twitter, Google, Microsoft, or Office 365. In order to do this you simply click on the account you would like to use.



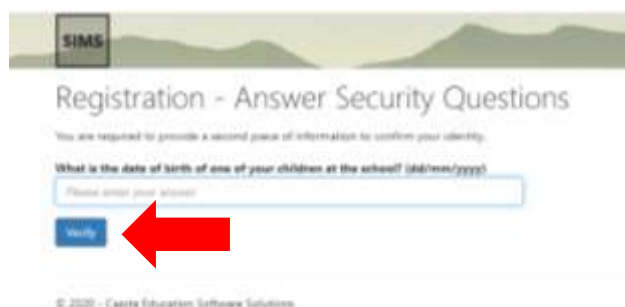
This will take you to a screen where you will need to confirm your details (the invitation code is automatically filled in and produced by the programme, please do not change this):



The screenshot shows the 'Registration' page of the SIMS system. At the top, there is a SIMS logo and a header image. Below the header, the text reads: 'You will have received a new service code from either Capita SIMS or from your school administrator. Please enter the code below and log or click Register:'. There are three input fields: 'Name' with the value 'josh@school', 'Signed in with' with the value 'Microsoft', and 'Invitation Code' with the value 'SIVS0CF2J241'. A blue 'Register' button is located below the 'Invitation Code' field, with a red arrow pointing to it. At the bottom, there is a copyright notice: '© 2020 - Capita Education Software Solutions'.

Check your details are correct and then click register to confirm.

On the next screen you will be asked to confirm your child's date of birth for authentication purposes. Fill this in and then click on verify:



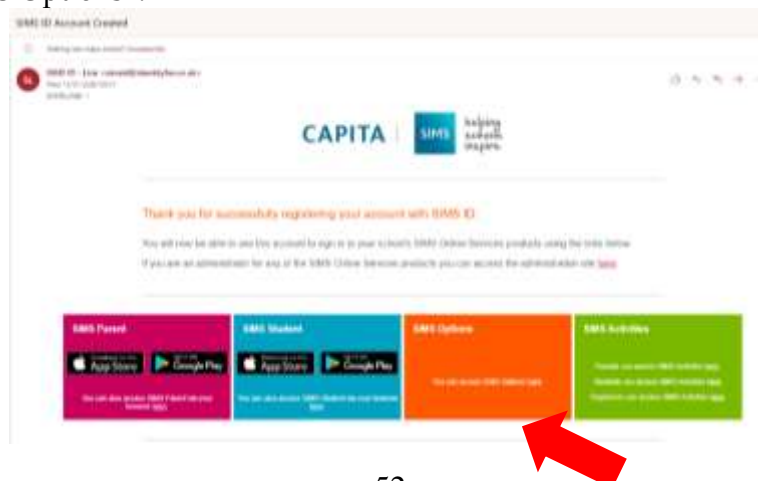
The screenshot shows the 'Registration - Answer Security Questions' page. It features the SIMS logo and a header image. The text reads: 'You are required to provide a second piece of information to confirm your identity.' Below this, there is a question: 'What is the date of birth of one of your children at the school? (dd/mm/yyyy)'. There is an input field with the placeholder text 'Please enter your answer'. A blue 'Verify' button is located below the input field, with a red arrow pointing to it. At the bottom, there is a copyright notice: '© 2020 - Capita Education Software Solutions'.

Once verified the following screen will appear.



The screenshot shows the 'Registration - Account Creation' page. It features the SIMS logo and a header image. The text reads: 'Your account is being set up and configured. You will be automatically redirected when this process is complete.' Below this, there is a progress bar labeled 'Progress & accounts' with a green indicator. At the bottom, there is a copyright notice: '© 2020 - Capita Education Software Solutions'.

The green line will move across the screen and once complete you will receive an email to confirm that you have successfully created your account. When you receive this, click on the orange box "SIMS Options".

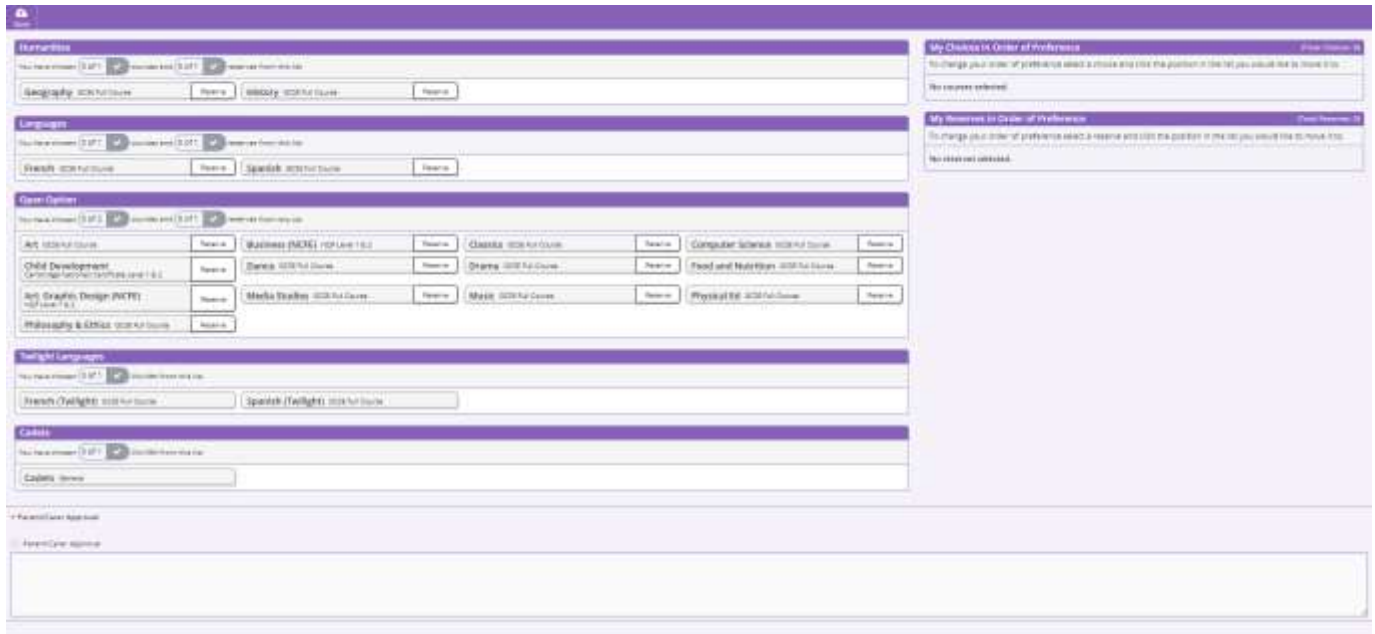


The screenshot shows an email titled 'SIMS ID Account Created'. The email content includes the CAPITA SIMS logo and the text: 'Thank you for successfully registering your account with SIMS ID.' Below this, there is a section with four colored boxes: 'SIMS Parent' (purple), 'SIMS Student' (blue), 'SIMS Options' (orange), and 'SIMS Activities' (green). A red arrow points to the 'SIMS Options' box. At the bottom, there is a copyright notice: '© 2020 - Capita Education Software Solutions'.

### Step 3: Signing in

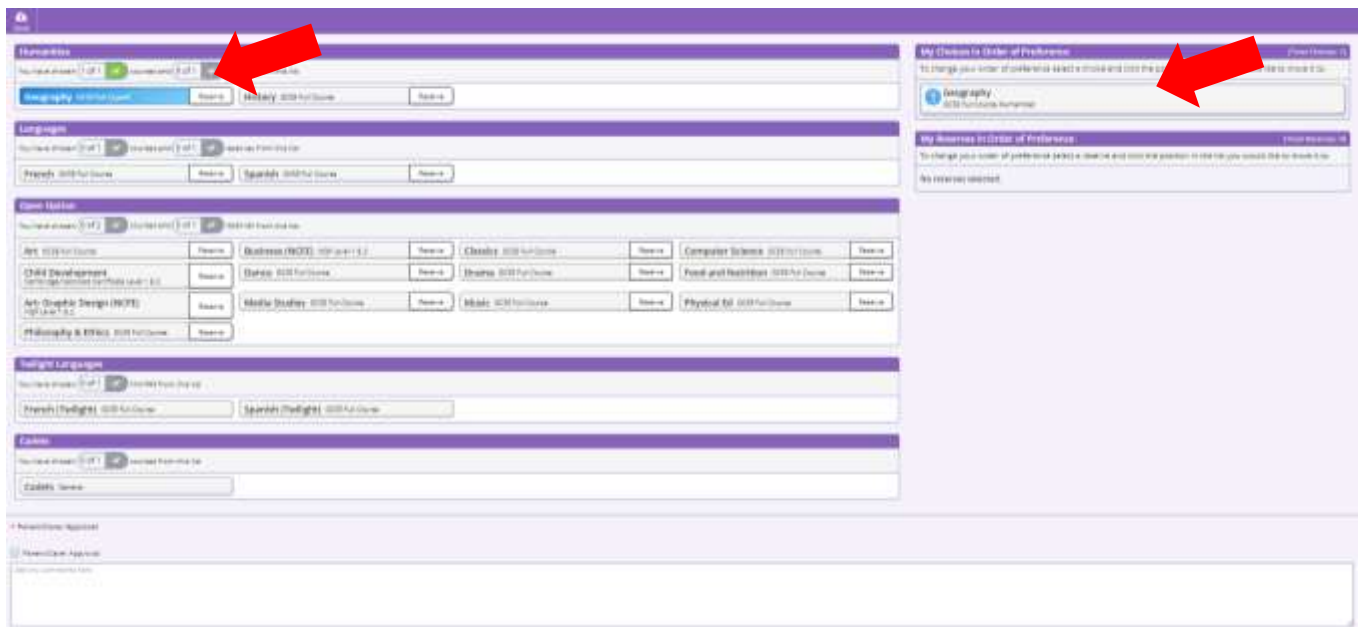
Please note, you only have to enter the invite code once for the process to work. For subsequent logins, simply go to the website [www.sims-options.co.uk](http://www.sims-options.co.uk) and sign in by clicking on the online service you used when you set your account up (e.g. your own personal Facebook, Twitter, Google, Microsoft, or Office 365).

When you are successfully logged in your profile should default to parent view and look similar to the screen below depending on your pathway:



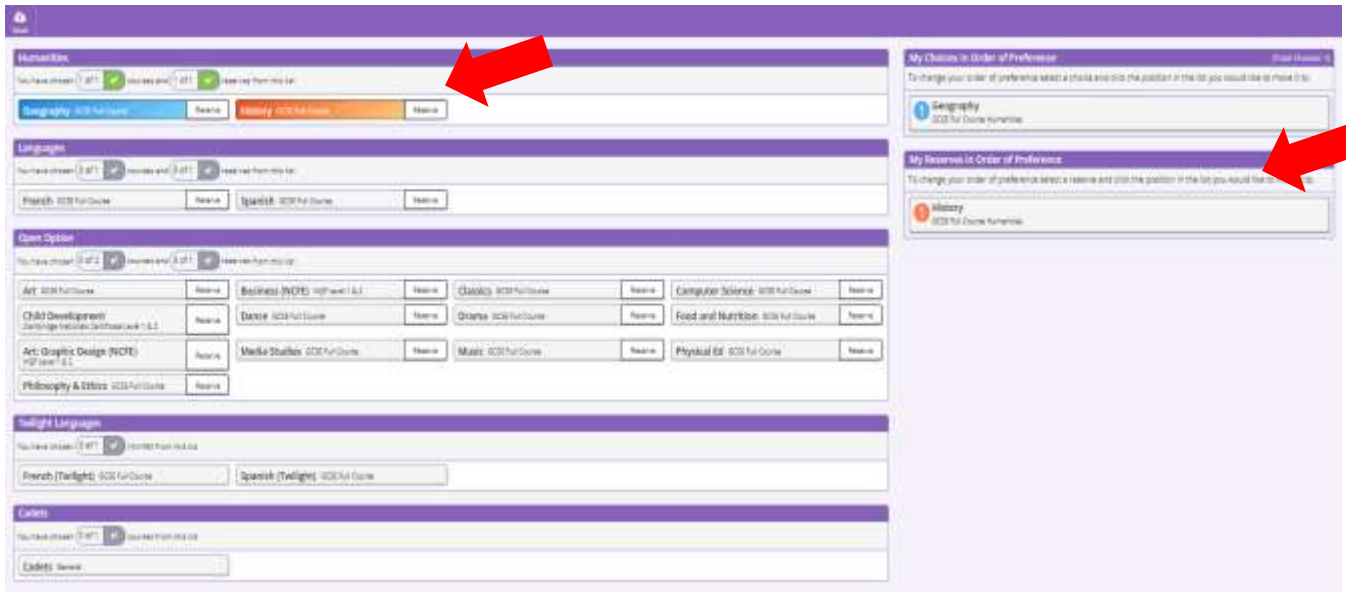
### Step 4: Making Your Option Choices

Click on the name of the subject(s) you wish to choose, do not click on the reserve button yet. A selected choice will be highlighted in blue and appear in the list of choices on the right hand side of the screen:



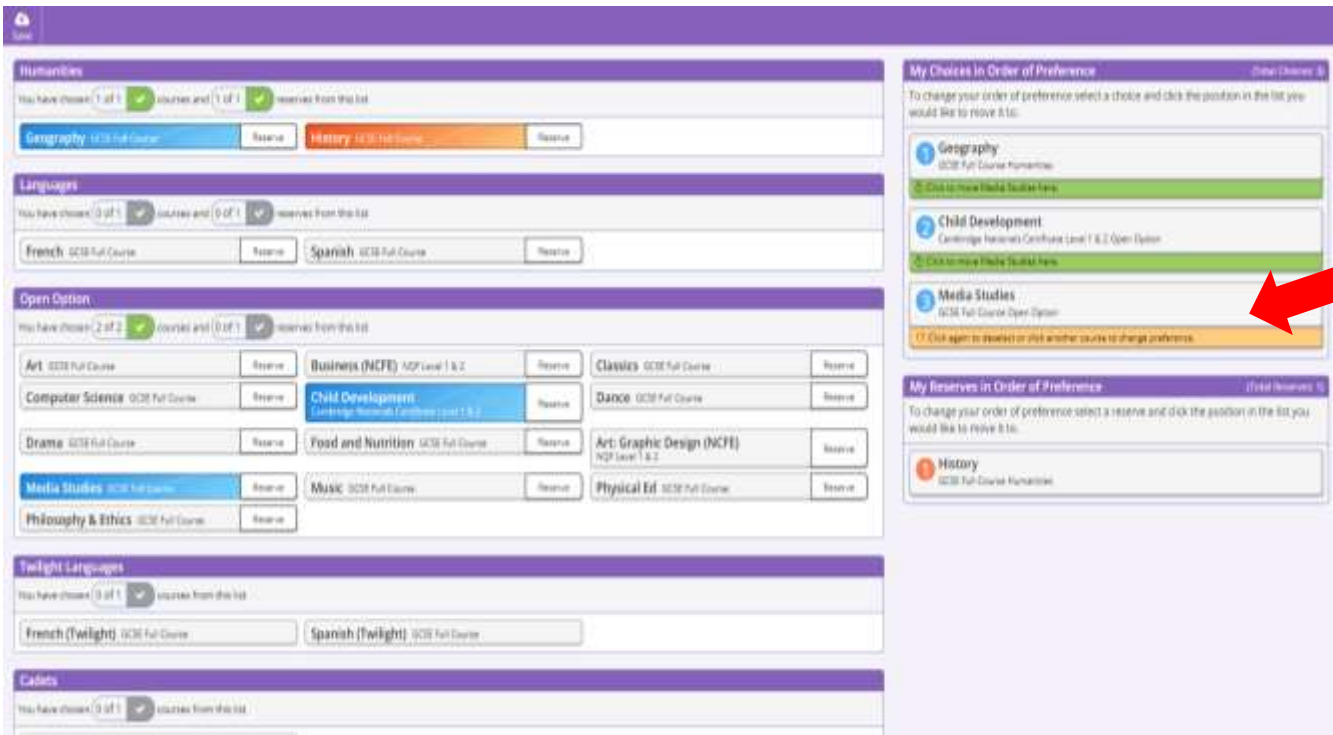
### Step 5: Making Your Reserve Choices

Once you have made your choices, you need to select your reserve choices. To do this, click on the “Reserve” button beside the subject(s) you wish to pick. Reserve choices appear in orange and appear in the “My Reserves”:



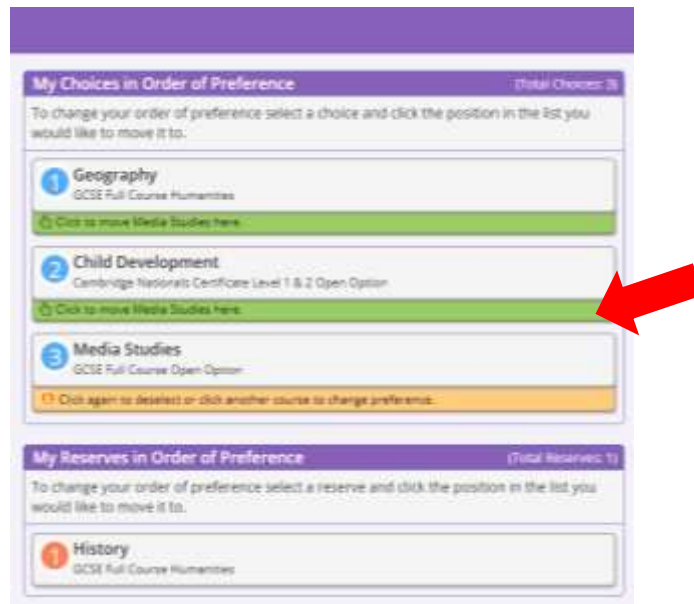
### Step 6: Adjusting Orders of Preference

You need to make sure that your open option choices are in the correct order as this will be taken into consideration. So once you have made your choices and your reserve choice just check that they are in the right order in the “Order of Preference” box. If you need to move one of these choices around click on this and an orange line will appear under that choice, please see below under Media Studies.

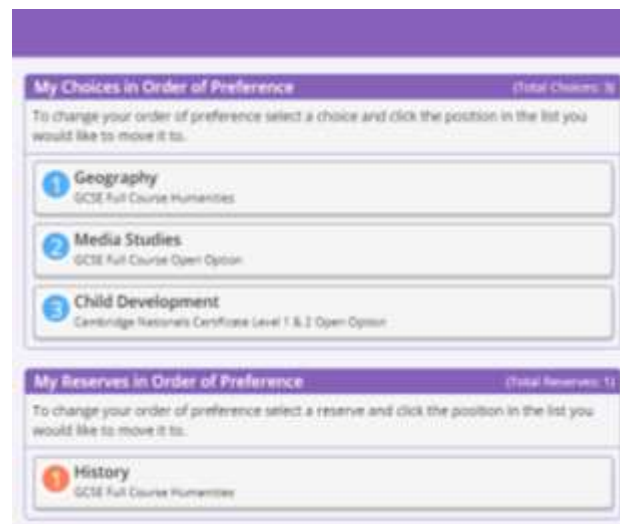




If you want to put this choice above Child Development then you would click on the green line underneath Child Development and Media Studies would automatically be moved into this position:

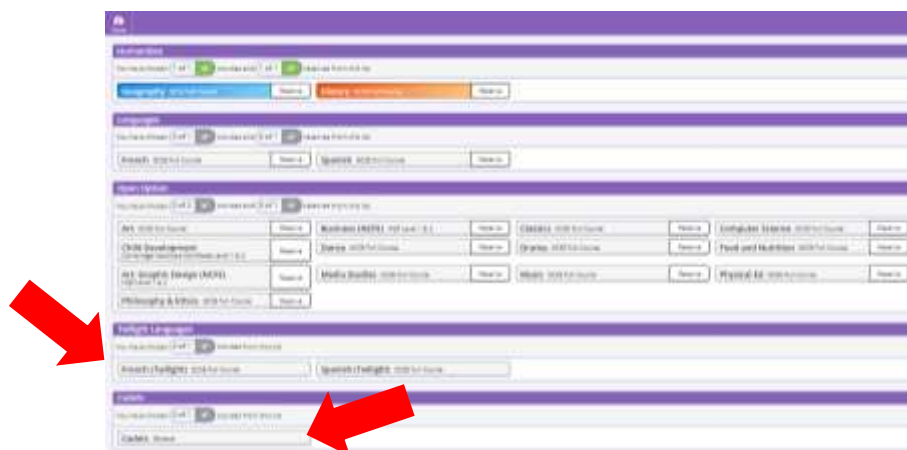


Media Studies will now show in the new position:



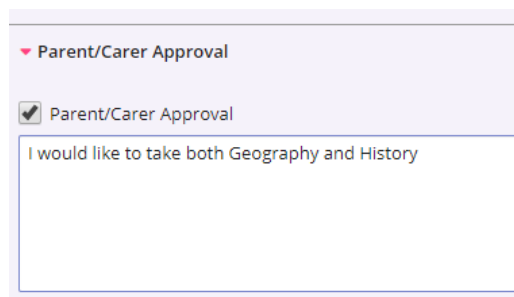
### Step 7: Other Options

Make sure you have clicked on the Twilight Languages (Atom pathway only) and/or Cadets option if you are interested in these:



### Step 8: Indicating if you would like to do Geography and History

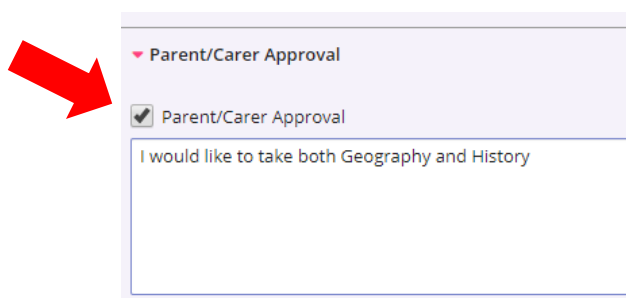
If you would like to take Geography and History this in the comment box and confirm which subject out of your open choices you would like to replace:



A screenshot of a form section titled "Parent/Carer Approval". It features a dropdown menu with a downward arrow, a checked checkbox labeled "Parent/Carer Approval", and a text input field containing the text "I would like to take both Geography and History".

### Step 9: Signing Your Form

Once you are happy that your options are correct and you have written in any comments that you need please tick the Parent/Carer Approval box:



A screenshot of the "Parent/Carer Approval" section, identical to the previous one, but with a red arrow pointing to the checked checkbox.

### Step 10: Saving Your Choices

It is vital you press the save button at the top of the screen otherwise the choices will be lost when you close the browser:



A screenshot of a web interface for selecting Humanities courses. At the top left, there is a purple bar with a "Save" button and a cloud icon. Below this, a purple header reads "Humanities". A status bar indicates "You have chosen 1 of 1 courses and 1 of 1 reserves from this list". Two course options are shown: "Geography GCSE Full Course" in a blue box and "History GCSE Full Course" in an orange box, each with a "Reserve" button.

When you click on this a green line will appear briefly:



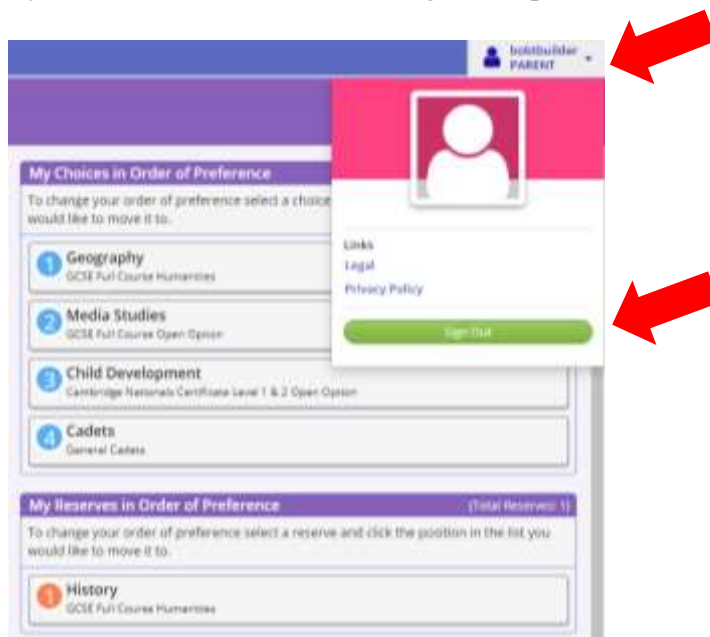
A screenshot of the same web interface as above, but with a green banner at the top that says "Choices have been saved." with a green checkmark icon.

### Step 11: Own Records

On the form provided in the booklet write down a copy of the options that you have chosen for your own records.

### Step 12: Logout

You are now ready to logout, click on the down arrow on the right-hand side of the screen. A box will pop up and then you will need to click on the sign out option:



## Your Copy to Keep At Home

### Year 9, 10 and 11 Options Form

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

Please use this form to keep a copy of the options that you have chosen online at [www.sims-options.co.uk](http://www.sims-options.co.uk). You do not need to hand this in but please keep it for your own records.

#### The Atom Curriculum

S E C T I O N  1	<b>Select One</b>	<b>Select One</b>	<b>Choose two from</b>
	Geography History	French Spanish	Art and Design, Art and Design: Graphic Design, Art and Design: Textiles Design, Business Studies, Child Development, Classical Civilisation, Computer Science, Dance, Design and Technology, Drama, Engineering, Food and Nutrition, Media Studies, Music, Philosophy and Ethics, Physical Education
	1	1	1
	Reserve Choice	Reserve Choice	2
			Reserve Choice

#### The Electron Curriculum

S E C T I O N  2	<b>Select One</b>	<b>Choose two from</b>
	Geography History French Spanish	Art and Design, Art and Design: Graphic Design, Art and Design: Textiles Design, Business Studies, Child Development, Classical Civilisations, Computer Science, Dance, Design and Technology, Drama, Engineering, Food and Nutrition, French, Media Studies, Music, Philosophy and Ethics, Physical Education, Spanish
	1	1
	Reserve Choice	2
		Reserve Choice

### The Proton Curriculum

	Select One	Choose 2 from
S E C T I O N	Geography History	Art and Design, Art and Design: Graphic Design, Art and Design: Textiles Design, Child Development, Dance, Design and Technology, Drama, Engineering, Food and Nutrition, ICT, Media Studies, Music, Philosophy and Ethics, Physical Education
	1	1
	3	Reserve Choice
		Reserve Choice

### The Neutron Curriculum

	Choose 2 from
S E C T I O N	Art and Design, Art and Design: Graphic Design, Art and Design: Textiles Design, Child Development, Dance, Design and Technology, Drama, Engineering, Food and Nutrition, Hairdressing and Beauty Therapy, Media Studies, Music, Philosophy and Ethics, Physical Education
	1
	4
	Reserve Choice

The Art courses all count as the same qualification, even though different materials are used in these, students should therefore only choose one of these.

#### Humanities

##### Atom, Proton and Electron Curriculum:

I would like to take a second Humanities course instead of my second option choice

#### Languages

##### Atom Curriculum:

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 Combined Cadet Force

