

The Marlborough  
Science Academy  
*'shaping futures'*

# Curriculum Offer 2025-26

## Student Choices For Years 9, 10 and 11



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Dear Students, Parents and Carers,

We live in an everchanging educational landscape and, as always, strive to provide a broad and balanced curriculum for all our students. We have carefully constructed our curriculum offer so that it is not only based on students abilities but is aspirational for all. It is also designed to prepare students for the forms of assessment that will be in place in 2028 and meet the needs and expectations of future employers and further education requirements.

Now more than ever we want to feel confident that all our students will be in a position to play to their strengths and be prepared for success in whatever their chosen path is. 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!

Within all of our curriculum routes we have put structures in place to ensure all students can build their own routes in some way, choosing the subjects they enjoy and are good at. We have also consulted with key staff to ensure that our thinking regarding individual curriculum routes is sound.

**To Year 8 students**, we know you will think very carefully about your choices and discuss these with your parents/carers and use the information from your PSHCE lessons to help you with this. Think about your strengths and weaknesses 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 the online form with your parent/carer by the end of **Friday 14<sup>th</sup> February**. Please also keep a copy of your option choices for your own records, using the form at the back of this booklet. It is important that you meet this deadline.

We make every effort to give as many students as possible their first choices, however this is not always possible so we need you to also choose a reserve option. It is also important to remember that, if we do not have enough demand for a subject it may not run.

Two presentations introducing you to this year's options process are now available on the school website. It is crucial that you read the information and watch these videos; it is the first time that you have had the opportunity to make choices about what you study and that's got to be exciting!

Should you have any questions at all about the process or curriculum routes we are always happy to help, please email your questions to [options@marlborough.herts.sch.uk](mailto:options@marlborough.herts.sch.uk).

Yours sincerely,



Mr M Fitzgibbon  
Senior Deputy Headteacher



Mr A Stanton  
Deputy Headteacher



## Options Timeline

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

<b>Step 1:</b>	<p>Participate in a careers unit in PSHCE using the Unifrog Software to look at different careers options.</p> <p>If you know what career you want to follow you can check which subjects you need to study in order to work towards this on Unifrog. 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 you enjoy. It may well be the case that the job you will do in the future has not even been invented yet!</p> <p>You can access Unifrog by clicking <a href="#">here</a>. You will need your school email address and password to enter the site.</p>
<b>Step 2:</b>	<p>Attend the Year 8 Virtual Parent Consultation Evening with your parents/carers on either <b>Tuesday 21<sup>st</sup> or Wednesday 29<sup>th</sup> January</b> to discuss your progress in your subjects and find out what your teachers think.</p>
<b>Step 3:</b>	<p>Read this booklet carefully with your parents/carers.</p>
<b>Step 4:</b>	<p>Log onto the school website and click on the link for <a href="#">Year 8 Options</a>. Make sure you read the information and watch the options videos.</p>
<b>Step 5:</b>	<p>Talk to your parents/carers and other people who know you well about which subjects you should take next year.</p>
<b>Step 7:</b>	<p>Make sure you ask any questions that you might have by talking to the subject staff at the <b>Year 8 Options Evening on Monday 3<sup>rd</sup> February</b>. The evening will run from 5 – 7pm with staff located in Da Vinci Hall, The Merlin Centre and Seacole.</p>
<b>Step 8:</b>	<p>Consider a backup plan in case you are unable to get your first choice subjects; this is really important. We do the utmost to give everyone their first choice, but with practical subjects in particular this is not always possible.</p>
<b>Step 9:</b>	<p>Complete your online options form, accessible via the link in the email your parent/carer received confirming your suggested curriculum route. You can use the form at the back of this book to keep a record of your choices. Please complete the online options form by the end of <b>Friday 14<sup>th</sup> February</b>.</p>

You will receive confirmation of your Key Stage 4 courses in the summer term.

## Course Review

- In September, your new courses will start and the majority of students will settle into their new courses quickly and enjoy their learning, confident they have made the right choice.
- It is important to give yourself time to get used to your new subjects and the different ways of learning.
- All students are expected to continue with their choices for the first four weeks of term. If you are concerned about your choices during this time talk to your teacher in the first instance, it may be a case of understanding how the course will progress.
- During October parents/carers will be sent a short survey to complete with you with regard to your choices and how you are progressing. If after talking to your teacher you still have concerns it is important that you let us know when completing this survey. We will then meet with you to discuss your choices and any concerns you have. At this stage it may be possible to make an adjustment to your courses but this may be limited as many of the courses will be full. Any course changes will be on a trial basis and will be reviewed by staff before they become permanent. A student will only be permitted to change a maximum of one course.
- After the October review it is expected that all students will remain on their courses as after this point you will have missed too much content to be able to change courses and catch up successfully.
- **Students will not be permitted to withdraw from a subject unless there are exceptional circumstances, such as an ongoing medical issue that has been documented and certified by a doctor or other medical specialist and is known to the school. The final decision regarding withdrawal from a subject will be made by the headteacher.**



## Choosing your Options

All students must study the core curriculum. This includes:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science
- Ethical Studies (non-examined)
- PSHCE/RSE/Careers (non-examined)
- Physical Education (non-examined)

In addition, students will follow one of our three curriculum routes:

- Atom
- 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 route based on their progress and current levels of attainment in their core subjects. Through discussion with key staff we will ensure that they have the best opportunity to be successful.

In the main students will be taking GCSE courses which are graded 9 – 1. We also offer a number of vocational courses/technical awards including BTECs, Cambridge Nationals and VTCT courses. These are all equivalent to GCSEs but may well suit students who are more successful with a different style of learning and assessment.

Students on the Neutron curriculum route will study a range of life skills vocational qualifications alongside their core and open options.

## Curriculum Routes

### 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 the Open Option.

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>• Ethical Studies</li> <li>• PSHCE/RSE/Careers</li> <li>• Physical Education (core)</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> <li>• Latin</li> </ul>	<ul style="list-style-type: none"> <li>• Art and Design: Fine Art</li> <li>• Art and Design: Fashion and Textiles</li> <li>• Art and Design: Graphic Communication</li> <li>• Business Studies</li> <li>• Child Development</li> <li>• Classical Civilisation</li> <li>• Computer Science</li> <li>• Creative iMedia</li> <li>• Dance</li> <li>• Design and Technology: Resistant Materials</li> <li>• Drama</li> <li>• Engineering</li> <li>• Food Preparation and Nutrition</li> <li>• French</li> <li>• Latin</li> <li>• Media Studies</li> <li>• Music</li> <li>• Philosophy, Religion and Ethics</li> <li>• Physical Education</li> <li>• Statistics and Further Mathematics</li> </ul>

This curriculum route 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.

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

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

## The Proton Curriculum

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

Proton		
Core Subjects	Humanities Choose 1 from	Open Option Choose 3 from
<ul style="list-style-type: none"> <li>• English Language and Literature</li> <li>• Mathematics</li> <li>• Science</li> <li>• Ethical Studies</li> <li>• PSHCE/RSE/Careers</li> <li>• Physical Education (core)</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: Fine Art</li> <li>• Art and Design: Fashion and Textiles</li> <li>• Art and Design: Graphic Communication</li> <li>• Business Studies</li> <li>• Child Development</li> <li>• Classical Civilisation</li> <li>• Computer Science</li> <li>• Creative iMedia</li> <li>• Dance</li> <li>• Design and Technology: Resistant Materials</li> <li>• Drama</li> <li>• Engineering</li> <li>• Food Preparation and Nutrition</li> <li>• French</li> <li>• Latin</li> <li>• Media Studies</li> <li>• Music</li> <li>• Philosophy, Religion and Ethics</li> <li>• Physical Education</li> </ul>

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

## The Neutron Curriculum

Students on the **Neutron** curriculum follow the core. In addition they will follow the King's Trust Qualifications programme and be able to choose two further subjects from the Open Option.

<b>Neutron</b>		
<b>Core Subjects</b>	<b>King's Trust Qualifications</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>• Ethical Studies</li> <li>• PSHCE/RSE/ Careers</li> <li>• Physical Education (core)</li> </ul>	<p>Students will develop their independent learning, leadership skills and ability to work within a team to support them with their learning across the curriculum. They will also develop their employability skills and important life skills to prepare them for their next steps.</p> <p>Students will work towards achieving the King's Trust qualifications. Units could include aspects of learning across the following areas:</p> <ul style="list-style-type: none"> <li>• Managing Money</li> <li>• Preparing for a Healthy Lifestyle</li> <li>• Digital Skills</li> <li>• Participating in Exercise</li> <li>• Teamwork</li> <li>• Interpersonal and Self-Management Skills</li> <li>• Community Project</li> <li>• Presentation Skills</li> <li>• Customer Service</li> <li>• Practising Leadership Skills</li> <li>• A Personal Project</li> </ul> <p>Lessons in British Sign Language will also be provided by Heathlands School.</p>	<ul style="list-style-type: none"> <li>• Art and Design: Fine Art</li> <li>• Art and Design: Fashion and Textiles</li> <li>• Art and Design: Graphic Communication</li> <li>• Business Studies</li> <li>• Child Development</li> <li>• Classical Civilisation</li> <li>• Computer Science</li> <li>• Creative iMedia</li> <li>• Dance</li> <li>• Design and Technology: Resistant Materials</li> <li>• Drama</li> <li>• Engineering</li> <li>• Food Preparation and Nutrition</li> <li>• Hairdressing and Beauty Therapy</li> <li>• Media Studies</li> <li>• Music</li> <li>• Philosophy, Religion and Ethics</li> <li>• Physical Education</li> </ul>

## Post 16

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

At Post 16 we offer a wide range of Level 3 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. You need to be mindful that university selection is now very dependent on overall GCSE performance.

Many of the courses we have on offer are also offered at Key Stage 4, such as Mathematics, English, the Humanities and the Sciences, but we also offer new courses such as Sociology, Film Studies, Politics, Photography and Psychology. Our provision is extended even further through our partnership with STAGS, Loreto, Nicholas Breakspear, Samuel Ryder and Townsend. Some of our students take courses with them and their students come to us to study subjects not available at their home school.

The vast majority of our students go on to study at university and all are well equipped for the world of work and life in general.



## 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:

- Seeing how your child is progressing from their recent grade card, sent home on **Monday 20<sup>th</sup> January**.
- Reading through this booklet, particularly the subject pages.
- Watching the options videos on the school website and reading the information that goes alongside these.
- Talking to your child about the options process. They have already received some help in PSHCE, this will hopefully enable them to engage with you regarding any questions you may have.
- Attending the Options Evening on **Monday 3<sup>rd</sup> February from 5pm**.

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

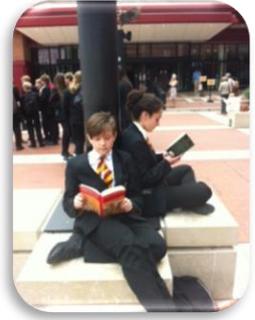
If you are still unsure you can contact us for further information via [options@marlborough.herts.sch.uk](mailto:options@marlborough.herts.sch.uk).



# 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 9 – 1, depending on the tier of entry.  
(Higher Tier 9 – 4, Foundation Tier 5 – 1)



### 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 three 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.

- |                       |               |              |
|-----------------------|---------------|--------------|
| • Accountancy         | • Economics   | • Marketing  |
| • Architecture        | • Engineering | • Medicine   |
| • Banking             | • ICT         | • Pharmacy   |
| • Business Management | • Insurance   | • Psychology |
| • Computing           | • Law         | • 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 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 Separate Sciences (AQA)
  - 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.
  - The GCSE Combined (AQA Trilogy) route is two thirds of the content of the Separate Science route

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 5 - 1) or the Higher Tier (grades 9 - 4), this will be decided in Year 11.



## Science at KS4

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

Course	Qualification	Grades Available	Course Outline	Career Path
AQA Separate Sciences GCSE	AQA GCSE Biology AQA GCSE Physics AQA GCSE Chemistry	Students will gain 3 GCSEs graded 9-1. The grades may be different for each subject area.	<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.</p> <p>Students may have definite science related career plans such as medicine, professional scientist, engineer or optician.</p>
AQA Combined Science Trilogy GCSE	AQA Science Trilogy	Students will gain 2 GCSEs graded 9-1.	<p>Students on the combined pathway will cover the same content as the separate 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 hours 30 minutes examination time in total.</p>	As above.

## Core Physical Education

All students take part in core Physical Education for three hours per fortnight. During this time students will cover some of the following modules.

### Games

Students will build upon their existing skills and techniques to further experience different team and individual games. These may include football, netball, handball, basketball, volleyball, table tennis, tennis, cricket, softball and rounders, as well as taster sessions in new and up-and-coming sports.



### Health-Related Exercise

Students will continue to follow our carefully crafted programme of studying health, training and fitness programming. They will continue to learn how the body works and how to train it in preparation for being healthy and active for their time after Marlborough.

### Swimming Pool Activities

Students will continue to use the swimming pool where our focus will move to water-based games e.g. water polo. Students will learn the basics of this demanding game as well as the rules and tactics that can be employed to gain fun and enjoyment. They will also spend some time completing team-based activities and problem solving to further their enjoyment of being and learning in water.

### Team Building / Outdoor Adventurous Activities

Students will learn about the skills required to be an effective team member. Students will complete a series of tasks and games designed for challenging their thinking skills as well as challenging them physically.

### Individual Activities

Lastly, students will complete some activities that focus on individual progress. They will continue their learning in trampolining and athletics where they will continue to focus on technical and tactical progress as well choreography. Students will be expected to challenge themselves to further their performance through more developed techniques.



## Ethical Studies

Ethical Studies is a core subject and is taught to all students at Key Stage 4, regardless of their option choices. This is due to a government requirement that all students should study Religious Education in some form. However, Ethical Studies 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

- Taking Care of Our Planet
- Family Life and Upbringing
- Inequality, Poverty and Wealth
- War and Peace
- The Holocaust
- Sin and Crime
- Medical Ethics
- Matters of Life and Death



A Year 9 Ethical Studies student meets Holocaust survivor Harry Olmer

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

Discussion skills are incredibly important in the subject as Ethical Studies 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: Fine Art

### Qualification Gained:

GCSE in Fine Art

### 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, clay, sculpture and design alongside exploring ideas and researching themes. Teachers support learning with a personalised approach to develop the individual strengths and weaknesses of students.



### 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 and an interest in social issues.

### 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 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 completed throughout the course 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, game design, virtual reality design 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 and creativity is often asked for on application forms. An art GCSE underpins all other art forms and is required in order to study many other further creative courses such as gaming, photography, fashion, graphics, media design, visual arts, theatre, props etc.



## Art and Design: Fashion and Textile Design

### Qualification Gained:

AQA GCSE in Art and Design: Textile Design

**Fashion and Textiles Design** is for students interested in exploring the design and creation of clothing, accessories, and textile-based products. This course combines creativity, technical skills, and problem-solving to develop students' understanding of fabrics, materials, surface pattern and garment construction, as well as the principles of fashion and design.



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

You'll need a combination of **practical skills**, **creative abilities**, and **academic strengths** plus an interest in fashion, drawing and creativity, handcrafting, attention to detail and some basic sewing skills.

### Types of tasks you will complete

You will learn to express your creativity through the designing and application of new surface pattern techniques and construction of a variety of garments. You will develop fashion drawing skills so you can express your ideas, you will learn about fabrics and their qualities and garment suitability. You will be developing your skills using a range of tools and sewing machines as well as a variety of medium.



This course will develop your knowledge and understanding of the design process from concept to commercial product. You will learn how to document your design ideas clearly with sketches, samples, and written reflections using skills such as problem solving and analysis. You will practice printing, dyeing, embroidery, and other fabric decoration methods.

### Examination

To be awarded a GCSE in Fashion and Textile Design, students are required to successfully complete 2 mandatory units:

- Component 1 – A large scale portfolio, including a range of practical skills demonstrating both surface pattern, drawing and garment construction techniques from the fashion and textile industry.
- Component 2 – A 10-hour design and make based activity from an area of your choosing (brief released 8 weeks prior to allow for preparation time).

Students must successfully demonstrate their achievement of all the learning outcomes for the units.



### What can this qualification lead to?

Students who achieve this qualification could progress onto Level 3 qualifications and A Levels, such as the A level in Design and Technology (Textiles or Product Design focus), BTEC National Diploma in Art and Design (Fashion/Textiles specialization, UAL (University of the Arts London) Extended Diploma in Art and Design. They could also pursue degree courses in Fashion Design, Textile Design, Costume Design, Fashion Marketing, or Sustainable Fashion. Apprenticeships in garment production, tailoring, or costume making.



This subject allows students to combine their love of fashion with practical skills and theoretical knowledge, preparing them for future opportunities in the creative industries. Fashion and Textiles can lead to a wide range of career opportunities: such as fashion design, product development and garment technology as well as specializations such as interior textiles, fashion illustration, or fashion journalism. Other opportunities could include working in fashion retail, styling or fabric technology.

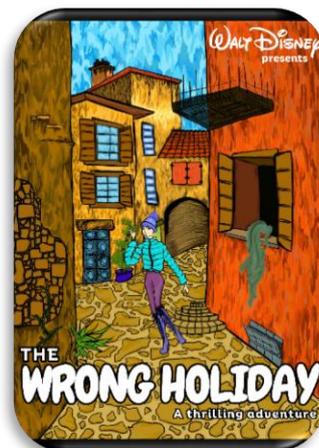


## Art and Design: Graphic Communication

### Qualification Gained:

AQA GCSE in Art and Design: Graphic Communication

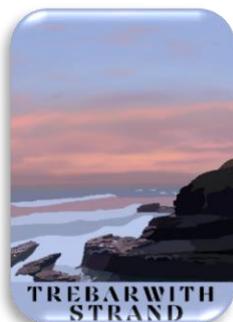
Graphic Design is a form of visual communication. It is a process by which visual information is given form and structure, so as to communicate a message. Being a graphic designer is the profession of visual communication that combines images, words and ideas to convey information to an audience. It 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 using a range of computer design software packages.

Studying graphic communication 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 a GCSE in Graphic Design, students are required to successfully complete 2 mandatory units.

- Component 1 – Large scale portfolio including a range of skills from the Graphic Design industry
- Component 2 – 10-hour design based activity from an area of your choosing (Brief released 8 weeks prior to allow for prep time)

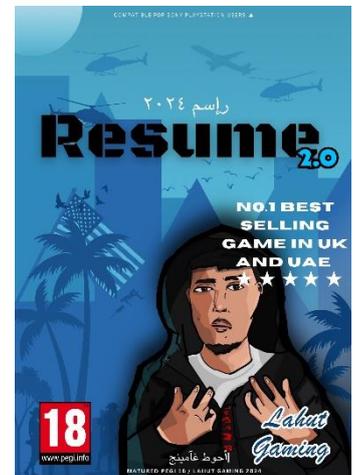
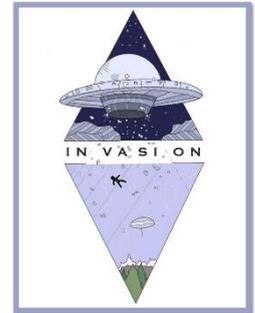
Students must successfully demonstrate their achievement of all the learning outcomes for the units.



### 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.



## **Business Studies**

### **Qualification Gained:**

GCSE Business

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

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance



Business Studies 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, 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 ICT to find out information, apply your knowledge to real case studies and help produce your work.

### **Examination**

100% of the course is assessed in the form of two external examinations at the end of Year 11. Each paper is worth 50% and assesses the students through a variety of styled questions, from multiple choice to longer case study questions. Each paper is 1 hour 45 minutes in length.

### **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)

### List of the topics in the course

All students will study three mandatory topics:

- Health and well-being for child development
- Create a safe environment and understand the nutritional needs of children from birth to five years old.
- Understand the development of a child from birth to five years

Areas studied will include:

- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment
- 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

A curiosity about how children learn, grow, and develop physically, emotionally, and socially. Enjoying interactions with young children and helping them thrive. Learning about how diet and lifestyle impact a child's development. Exploring how early experiences shape a child's personality and abilities.

### Types of tasks you will complete

Possibility of looking after a virtual baby, observation of young children, nursery visit or placement presentations to class and group work.



## **Controlled Assessment**

There are two tasks covering different aspects of the course:

- A project based on a specific theme (e.g. designing a safe environment for children, preparing a nutritious meal) worth 25% of the final grade.
- Child Study Task (approximately 20 hours): Students conduct and analyse observations of a child under 5 years old with a focus on one area of development, such as language, physical, or social development years. The task is worth 25% of the final grade.

## **Examination**

One 1 hour and 15 minute examination on health and wellbeing for child development worth 50% of the final grade.

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

This qualification provides foundational knowledge and skills for a range of careers in childcare, education, health, and social care. These include, but are not limited to, nursing, social work, child minder, teaching assistant, midwife, health visitor, family support worker etc.



## Classical Civilisation

### Qualification Gained:

GCSE Classical Civilisation



### List of the topics in the course

Myth and Religion:

- The study of myths regarding the role of the gods and heroes in the founding of Athens and Rome, and the importance of Heracles/Hercules to both the Greek and Roman worlds.
- Myth as a symbol of power is explored in this topic, as well as popular myths about the underworld.
- Students look at the role of religion in the everyday lives of ancient Greeks and Romans.

Roman City Life:

- A study of a variety of aspects of Roman society including housing, education and the lives of young people in the Roman world.
- The study of Roman Literature in translation which gives a fascinating insight into the minds and lifestyle of the ancient Romans.

### 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 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 Classics department run a residential trip to either Italy or Greece, both of which have proven extremely popular over the past few years. Both trips bring to life the curriculum topics for GCSE and A level, as students get to visit archaeological sites and buildings that they study in the classroom.

The Italy trip comprises of an overnight stay in Rome where we visit sites such as the Colosseum, the Pantheon and the Trevi Fountain to name but a few. We then travel by coach down to the picturesque region of the Bay of Naples where we visit the ancient archaeological sites of Pompeii and Herculaneum.

The Greece trip similarly includes guided tours of important sites of interest around Greece such as the Parthenon in Athens, the ancient site of Olympia where the ancient Olympic Games originated, as well as the mountainous region of ancient Delphi.



# Computer Science

## Qualification gained

GCSE Computer Science



## List of topics in the course

- Unit 1: Principles of Computer Science - This unit includes the topics of computational thinking, data, hardware and software components, networks and the issues and impact of computing technology.
- Unit 2: Application of Computational Thinking - Problem solving with programming. The main focus of this unit is understanding what algorithms are, understanding how to decompose and analyse problems and the ability to read, write, refine and evaluate programs.

## 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.

## Examination

The course is assessed by two examinations which take place in the summer of Year 11. Both of these examinations are 1 hour 30 minutes in duration. The first of these is a written examination which covers Unit 1 as described above and is worth 50% of the final grade. The second examination is an on-screen assessment of practical programming skills.

## 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.



## Creative iMedia

### Qualification gained

Cambridge Nationals - Creative iMedia Level 1/2

### List of topics in the course

- Unit R093: Creative iMedia in the media industry
- Unit R094: Visual identity and digital graphics
- Unit R098: Visual imaging



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

- Creativity skills.
- Exploratory and investigation skills.
- ICT skills including:
  - Creating and editing your own images.
  - Creating your own video and audio content.
  - An ability to learn how to use new software through exploration.
- Communication and problem solving skills.

### Types of tasks you will complete

- Developing Photoshop and Illustrator skills to develop high quality graphics to meet a range of design briefs.
- Learning to use more complex video editing skills like masking and green screening.
- Creating and editing videos to meet a range of design briefs.
- Developing storyboards to plan what will happen in digital sequences.

### Controlled Assessment

This is a course focused on developing your practical skills. As such, 60% of your final grade will come from Controlled Assessment completed for units R094 and R098. In total, you will need to complete two substantial practical projects based on scenarios written by the exam board. These extended projects will allow you to demonstrate the skills you have developed in digital imaging, video editing and computer aided design (CAD).

### Examination

You will have one 1 hour 15 minute examination to undertake. This accounts for 40% of your final grade and is based on the 'Creative iMedia in the media industry' unit. In this examination you will demonstrate your ability to understand a client brief, set time frames and deadlines, and carry out the initial stages involved in a professional creation process.

### What sort of jobs is it useful for

This course equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. This includes industries such as movies, games, journalism and many more. All of these are dynamic and growing industries within the UK.

## 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 students 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 different professionals works in a variety of dance styles.

Students 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 PE 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. Students will look at the costumes, lighting, set/props and aural setting used within the six professional works.



## 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 minute examination worth 40% of the final grade, assessed on the following areas:

- Section A: Knowledge and understanding of choreographic processes and performing skills
- Section B: Critical appreciation of own work
- Section C: Critical appreciation of professional works (the six professional works are: Within Her Eyes, A Linha Curva, Emancipation of Expressionism, Infra, Artificial Things and Shadows)

## What sort of jobs it is useful for

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



## Design and Technology: Resistant Materials

### Qualification Gained:

GCSE Design & Technology (AQA)

GCSE Design and Technology is a practical subject which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The course helps students develop the ability to design and make products with creativity and originality, using a range of materials and techniques.



In **Year 9** students will focus on building skills across all disciplines using a range of different materials: timbers, papers and boards, electronics, textiles and metals.

In **Years 10 and 11** students will specialise and focus on specific advanced processing techniques in **particular focussing on timber manufacture and the use of computer aided design (CAD)/computer aided manufacturing (CAM).**

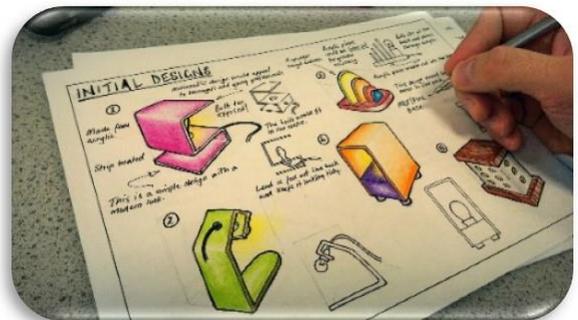
We have excellent facilities available for students to work in, including fully equipped textiles design and woodwork rooms. Many different learning styles are used in lessons including group work, presentations, disassembly tasks and research projects.

### List of the topics in the course

- Design process
- Role of the designer
- Shaping and joining of a range of materials
- Advanced manufacturing techniques
- Design and make exercises
- Product analysis
- Computer aided design and manufacture
- New and emerging technologies

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

- An interest in how things work
- An interest in sketching and creative thinking
- An interest in technology
- Model making
- An enjoyment gained from practical making tasks
- A good eye for detail and good research skills



### Types of tasks you will complete

- Mini design and make projects.
- Creating detailed sketches and design sheets to communicate ideas.
- Designing and making projects from a range of materials (wood, metal, plastic, textiles).
- Gaining knowledge of materials and how they can be shaped and joined.
- Modelling techniques.

- Using computers to design and manufacture products such as SolidWorks and 3D printing.
- Engaging in problem-solving projects that work to solve issues of the modern world in areas such as the environment and society as a whole.
- Environmental and social issues around the production of timber including the 6R's.

### **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. The final product designed will be completely individual to each student based on the brief given by the exam board.

### **Examination**

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

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

Occupations in which designing and making are important such as engineer, architect, civil engineer, joiner, product designer, costume designer, graphic designer, furniture designer, buyer, merchandiser, product developer, media or journalist etc.

The course also provides a pathway into A level Product Design as well as manufacturing apprenticeships.



## 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. Students study the set text *Blood Brothers* alongside devising their own performance work from stimuli and developing scripted performance. **All students taking Drama will be expected to perform publicly, both individually and as part of a cast during the course.**

### 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%) and a working notebook, charting the process and inspirations of the students' devised performance (20%).

### Examination

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

Practical Examination: performance of two extracts from a play - students may contribute as performer or designer (30%).

### What sort of jobs it is useful for

Apart from careers in the arts and teaching, drama develops public speaking, presentation skills, critical thinking, teamwork, 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, 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 three units which make up the course content:

- Unit 1 (R014) Principles of engineering manufacture
- Unit 2 (R015) Manufacturing a one-off product
- Unit 3 (R016) Manufacturing in quantity

### 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
- An interest in the theory behind the practical aspects of engineering
- An interest in computer aided design (CAD)

### Types of tasks you will complete

- Making products and components in metal
- Machine setting and tool maintenance
- Complete standard operating procedures and risk assessments before completing a project
- Use of lathes and milling machines to close tolerances
- Use of hand and bench tools to produce quality outcomes
- Create CAD models which will be used to create parts using the CNC or 3-D printer

### Controlled Assessment

Units 2 and 3 are assessed internally through controlled assessment (60%).

### Examination

Unit 1: Principles of engineering manufacture is assessed via a written examination. This amounts to 40% 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 etc.



## 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 some support with resources 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 handwritten 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



## 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. People and Lifestyle
2. Popular Culture
3. Communication and the World Around Us

### 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 their knowledge, understanding and use of vocabulary, phonics and grammar.

A Key Stage 4 a language immersion trip to Normandy, France 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 the school.

### 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 (Eduqas)

### Qualification Gained:

GCSE Geography

### List of the topics in the course

Coasts, earthquakes, tsunamis, volcanoes, hazard management, energy and development, environmental issues, extreme environments, global resources, globalisation, map skills, populations/demographics, ecosystems, rivers and flooding, sustainability, trade, tropical storms, extreme weather, urban development, human development.

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

Interests in current affairs, environmental issues, populations, watching the 'right' TV programmes, reading/watching news (including politics), 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 (theme changes each year)
- G.I.S. (Geographical Information Systems)
- Hazard mapping
- IT 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: Changing human and physical landscapes, a 1.5 hour written paper (35%)
- Unit 2: Environmental and development issues, a 1.5 hour written paper (35%)
- Unit 3: Applied fieldwork, a 1.5 hour minute written paper (30%)



### What sort of jobs it is useful for

Disaster management (EA), volcanologist (studies volcanoes), seismologist, accountancy, business analyst, insurance 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\*** **(Offsite course)**

### **Qualification Gained:**

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



This qualification allows you to explore the exciting world of hair and beauty and the environment in which the industries operate. If you enjoy looking back in time to explore changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you.

Students will develop hair styling, make-up and manicure technical skills to produce their own photographic image. They will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services.

This is a vocational qualification, which is the equivalent of a GCSE grade 9-1.

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

This qualification has three units:

- Exploring the world of hair and beauty
- Science of hair and beauty
- Design in the hair and beauty sector

This course is taught at Batchwood school, which offers a fully functioning salon. Students will learn within a nurturing environment, where they will flourish academically and creatively.

### **Examination**

Students will complete an externally set written exam and a coursework component. The marks for these will be added together to determine the level and grade of achievement.

### **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.

The course develops students' understanding and skills so that they may progress on to other qualifications, such as A levels or City & Guilds Level 2 Diplomas. Students would also be able to utilise the understanding and skills gained to progress to an apprenticeship.



\*There are a maximum of 6 places available on the course. Priority will be given to students on the Neutron curriculum route, however if you are interested in the course and on a different route please note this in the comments box on the online options form and we will contact you if spaces are still available following the completion of the options process.

## History

**Qualification Gained:**  
GCSE History

*"History is not was, it is."*  
William Faulkner

### List of the topics in the course

- **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?
- **Germany 1890-1945, Democracy and Dictatorship:**  
Starting with Germany before the First World War under the Kaiser, this fascinating topic includes Germany Pre-World War One, the rise of the Nazi Party under Adolf Hitler, and then life under the Nazis between 1933-1945. How did life change for Germans living under the Nazis? How important was propaganda? How were young people indoctrinated? How were Jewish people persecuted? Why did persecution lead to genocide? Why did this happen in a once strong democracy? There are so many important questions to be answered.
- **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 and colonising, religious reforms, tensions with Spain leading to the Spanish Armada in 1588, and cultural advancements during the English Renaissance. Should this be remembered as a 'golden age', or instead a time of persecution and propaganda?

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

The ability and desire to read and write fluently is helpful. A passion for learning about the past and for wanting to understand why we live in the Britain and World we do, with both 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.



The King's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education and/or employment. They give learners the opportunity to:

- Develop their own personal growth and engagement in, and through, learning.
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment.
- Prepare themselves for progression into further education programmes, apprenticeships or other work-based learning.
- Develop their English and mathematics skills.

### List of Topics in the Course:

The units which students will complete may include:

- Managing Money
- Preparing for a Healthy Lifestyle
- Digital Skills
- Participating in Exercise
- Teamwork
- Interpersonal and Self-Management Skills
- Community Project
- Presentation Skills
- Customer Service
- Practising Leadership Skills
- Personal Project

### How you will be assessed

Students will complete a portfolio of work based on the completion of units and this will be assessed to award the qualification. Students will not need to sit any examinations during the course.

The course is assessed at entry, level 1 or level 2 based on the portfolio that is built up across the three years of the course. Students achieve a pass or fail on the level of their portfolio.

Students will also have lessons in British Sign Language provided by staff from Heathlands School.

## Latin

### Qualification Gained:

GCSE Latin



### List of the topics in the course

#### Latin Language:

- Exploration of Roman mythology and history through translation.
- Topics from the Cambridge Latin Course include life across the Roman empire, the Roman army, city life in Rome, ancient magic and curses.

#### Latin Literature

- Heroes and Villains: a selection of Latin texts and sources on Romans good and bad.

#### Roman Civilisation

- Topic 7, Slavery in the Roman World: the road to enslavement, lives of enslaved people, rights and responsibilities, resistance to slavery, the Spartacus revolt, and freedom.
- Topic 8, Roman Festivals and Worship: major Roman festivals (Lupercalia, Saturnalia, Bona Dea), Roman temples, religious officials, private religion, and honouring the dead.



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

An interest in ancient cultures, especially the Romans, is helpful, as well as an interest in languages. The ability to evaluate sources of information, empathise with ancient civilisations, and think inquisitively will help you do well.

### Examination

- Latin Language – One 1 hour and 30-minute written paper (50%). The exam consists of short comprehension questions, a translation into English and either a translation from English or a grammar-identifying exercise.
- Latin Literature and Sources – One 1 hour and 15-minute written paper (30%). This exam consists of a range of comprehension questions and is an open-book assessment based on the Heroes and Villains theme.
- Roman Civilisation – One 1 hour written paper (20%). This exam consists of a range of comprehension questions and written tasks about the Romans.

### Types of tasks you will complete

For Language, you will read Latin stories and be able to translate into English. You will learn to identify a wide range of linguistic features and be able to pick these out of Latin texts. There is no speaking or listening element, and writing in Latin is optional.

For the Literature element, you will study a range of texts and pictures fitting into the Heroes and Villains theme. You will be able to discuss writing techniques and engage with the stories told about life in Ancient Rome.

For Roman Civilisation, you will study visual and written sources to help you understand how the Romans lived, what they believed in, and how their society worked.



### **School Trip**

The Classics department run a residential trip to either Italy or Greece, both of which have proven extremely popular over the past few years. Both trips bring to life the curriculum topics for GCSE, and the Italy trip is particularly beneficial to students studying Latin.

The Italy trip comprises of an overnight stay in Rome where we visit sites such as the Colosseum, the Pantheon and the Trevi Fountain to name but a few. We then travel by coach down to the picturesque region of the Bay of Naples where we visit the ancient archaeological sites of Pompeii and Herculaneum. Many sites visited contain prescribed sources for the Latin GCSE.

The Greece trip similarly includes guided tours of important sites of interest around Greece such as the Parthenon in Athens, the ancient site of Olympia where the ancient Olympic Games originated, as well as the mountainous region of ancient Delphi.

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

Studying Latin can open the door to an array of career paths that require a broad set of skills. It is an ideal complement to a range of careers, such as law, medicine, politics, teaching and further language study.

**Latin forms part of the English Baccalaureate which many universities regard highly.**

## Media Studies

### Qualification Gained

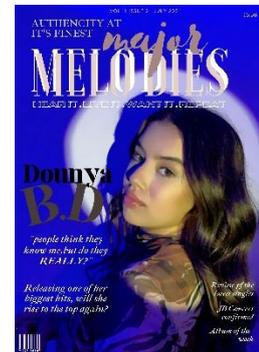
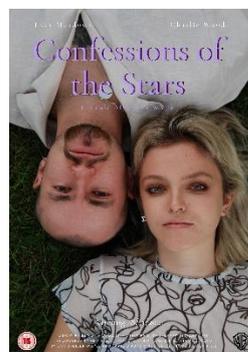
GCSE Media Studies

### 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.



## Music

### Qualification Gained:

GCSE Music

### List of Topics on the course:

The GCSE course is made up of three components:

- Performing
- Composing
- Appraising



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

Music GCSE is suitable for students with a keen interest in performing. An ability to play a musical instrument and read music is a considerable advantage and is advised for students wanting to study music at GCSE level. Students are encouraged to perform at school concerts, the M festival and public events, and to join one of our extra-curricular clubs.

### Hertfordshire Music Service Lessons



We are able to provide 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. This 50% discount applies for one instrument only and this needs to be the instrument being used for the performance aspect of the course. Students who have chosen singing as their performance element will be able to put the 50% discount towards singing lessons, but would not then be able to have any discounted instrumental lessons. These lessons must take place during the normal school day; timetables are changed each half term so that students are not always taken away from the same timetabled lesson.

### 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 complete two non-examined components, making up 60% of the final grade.

- Component 1: Performing (30%): Students will perform a minimum of two pieces, one of which must be an ensemble performance of at least one minute in length. The other piece(s) may be either solo and/or ensemble. The total performance must be between 4 – 6 minutes long.
- Component 2: Composing (30%): Students will compose two pieces, one of which must be in response to a brief set by the examining board and completed in the autumn term of Year 11. For the second composition learners will set their own brief. In total the duration of the compositions must be between 3 – 6 minutes long.



## Examination

There is one written paper (40%) lasting 1 hour 15 minutes which includes a listening element.

There are eight questions in total, two on each of the four areas of study:

- Musical Forms and Devices
- Music for Ensemble
- Film Music
- Popular Music

Two of the eight questions will be based on extracts set by the examining board.

## What sort of jobs it is useful for

The study of music develops a range of personal attributes, provides opportunities for a life-long engagement and is well-regarded in the job market. The music community at Marlborough supports its members through school in areas well beyond the subject itself.



Music is present throughout our lives, whether through listening, singing, or playing. A greater understanding of music through formalised study develops the skills, knowledge, and confidence to enable a life-long, life-enhancing practical engagement.

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 which 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 the industry, including performer, teacher, administrator, songwriter, conductor, composer, recording engineer, manager, promoter music publisher and music therapist.

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, medicine, banking 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**    **Arabic**      **Russian**      **Persian**      **Polish**

**Bangla**      **Gujarati**      **Urdu**      **Punjabi**

**Modern Greek**      **Turkish**      **Modern or Biblical Hebrew**

**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.

### 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, Religion 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 traditional religious and non-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 due to the deeper understanding of others and different views the subject allows you to explore. Examples of career paths could include welfare work, social work, policing, media roles, law, journalism, teaching and any jobs where discussion and liaison with others is important.

## Physical Education

### Qualification Gained

GCSE Physical Education or Cambridge National Sport Studies Certificate

We uniquely run a hybrid course in Year 9 whereby we teach elements of both the Edexcel GCSE and Cambridge National in Sport Studies courses. At the end of Year 9 students are guided towards the course that meets their skills and attributes for a further 2 years of study, culminating in a qualification that allows them to follow further studies in the sport and physical education areas.

<b>Year 9</b>	
<ul style="list-style-type: none"> <li>• Anatomy and Physiology – The skeletal, muscular, cardiovascular and respiratory systems.</li> <li>• Practical sports – Skill development and game play in football, table tennis, trampolining, basketball and athletics.</li> <li>• Health, Fitness and Well-being – Participation and sports psychology.</li> </ul>	
<b>GCSE PE</b>	<b>Cambridge National Sports Studies Certificate</b>
<b>Year 10</b>	<b>Year 10</b>
<ul style="list-style-type: none"> <li>• Physical Training</li> <li>• Personal Exercise Programme (coursework)</li> <li>• Movement Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1 – Practical sports development and coaching (coursework)</li> </ul>
<b>Year 11</b>	<b>Year 11</b>
<ul style="list-style-type: none"> <li>• Socio-cultural influences</li> <li>• Use of data</li> <li>• Practical sport preparation for moderation</li> </ul>	<ul style="list-style-type: none"> <li>• Media in sport (coursework)</li> <li>• Sociocultural influences in sport (exam)</li> </ul>

### GCSE PE

Students will explore the requirements for a sport scientist. A large part of the course is based around the anatomy and physiology of a sports person (36% assessed through examination) and the sociocultural reasons for participation in sport (24% assessed through examination). Students will also be assessed through their practical ability in 3 sports (30% assessed by a visiting moderator) and a Personal Exercise Programme (10% coursework) devised and completed by the student. There will be a large emphasis on teamwork and personal development, being able to challenge yourself individually and work on strengths and weaknesses. By the end of the course students will have enjoyed a deeper look at what makes a sportsperson successful and how they can prepare for further studies in sport.



### **Cambridge National Certificate in Sport Studies**

Students will spend Year 10 studying sports performance in an individual and team sport for which they will be assessed on their progress (20% coursework) as well as their ability to develop and lead coaching sessions in a chosen sport (20%). Year 11 time will be spent studying the influence of the media in sport (20%) and the contemporary issues currently affecting sport and sports performance (40%)

**Members of the PE faculty will guide students to the most appropriate course at the end of Year 9 in time for the start of Year 10.**

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

- Professional athlete/sports person
- Working in sports centres
- Sports coaching/leadership
- Teaching/lecturing
- Outdoor activities centres
- Physiotherapy/sports rehabilitation
- Sports development officer
- Sporting officials
- Fitness instructors
- Sports management
- Sport psychology
- Sports media jobs
- Sports journalism



## 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. People and Lifestyle
2. Popular Culture
3. Communication and the World Around Us

### 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 their knowledge, understanding and use of vocabulary, phonics and 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 Edulink.

### 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.**



## Statistics and Further Mathematics

### Qualifications Gained:

GCSE Statistics (Edexcel IST0)

AQA Level 2 in Further Mathematics (8365)

### Why Study Additional Mathematics?

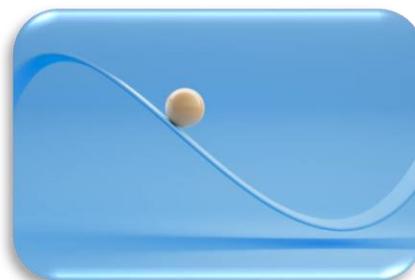
This is an exciting opportunity to learn more about real life mathematics, particularly in the field of statistics. Students will also be given an opportunity to further embed the Higher GCSE content by studying the Level 2 Further Mathematics qualification. GCSE Statistics and Further Mathematics are highly regarded qualifications and lead into the introductory content in A level Mathematics.

### Course content:

**GCSE Statistics (to be studied in Year 9 and 10 with examinations in June 2027)**

### Skills learnt:

This course will equip the students with the skills to collect, analyse, interpret and present data confidently and correctly.



### Topics taught:

The collection of data

Processing, representing and analysing data

Probability

**Level 2 Further Mathematics (to be studied in Year 11 with examinations in June 2028)**

### Skills learnt:

This course is an excellent introduction to the A level Mathematics content and will equip students with the relevant skills to be successful on the course. It is a really exciting opportunity to learn higher level mathematical concepts and skills.

### Topics taught:

- Matrices
- Differentiation/integration
- Coordinate geometry
- Functions
- Sequences
- Trigonometry
- Surds
- Equations of circles
- Indices
- Simultaneous equations with 3 variables



## Examination

### GCSE Statistics

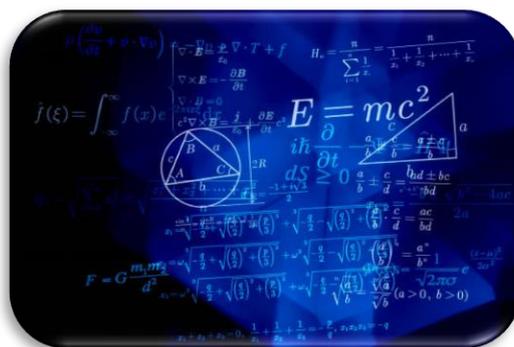
2 x 1 hour 30 minute papers (to be sat in June 2027)

### Level 2 Further Mathematics

2 x 1 hour 45 minute papers (to be sat in June 2028)

### Related courses in Sixth form/College/University

- Maths
- Physics
- Chemistry
- Biology
- Economics
- Business Studies
- Geography
- Forensic Science
- Medicine
- Statistics
- Accountancy
- Sports Science
- Computer Science



### Career opportunities

The Statistics course will give students an insight into how mathematics can be used and applied to a range of situations. Students will be exposed to collecting data as well as manipulating data and drawing conclusions from information. The intention is that all students will study the higher tier for GCSE Statistics however there is flexibility if required.



The Further Mathematics qualification is perfect for students thinking about A level Mathematics and perhaps Further Mathematics. Everything taught in this qualification will appear in either the A level or Further specification, and students will start Year 12 with the confidence of having learnt a significant proportion of the first year already.

Both qualifications are a really positive addition to a UCAS application and provide students with two additional academic qualifications, which will hold them in really good stead when applying for Russell Group universities.



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## 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.

#### The Atom Curriculum

	Select one	Select one	Choose two from
S E C T I O N  1	Geography History	French Spanish Latin	Art and Design: Fine Art, Art and Design: Fashion and Textiles, Art and Design: Graphic Communication, Business Studies, Child Development, Classical Civilisation, Computer Science, Creative iMedia, Dance, Design and Technology: Resistant Materials, Drama, Engineering, Food Preparation and Nutrition, French, Latin, Media Studies, Music, Philosophy, Religion and Ethics, Physical Education, Statistics and Further Mathematics
	1	1	1
	Reserve Choice	Reserve Choice	2
			Reserve Choice

### The Proton Curriculum

	Select One	Choose three from
S E C T I O N  3	Geography History	Art and Design: Fine Art, Art and Design: Fashion and Textiles, Art and Design: Graphic Communication, Business Studies, Child Development, Classical Civilisation, Computer Science, Creative iMedia, Dance, Design and Technology: Resistant Materials, Drama, Engineering, Food Preparation and Nutrition, French, Media Studies, Music, Philosophy, Religion and Ethics, Physical Education
	1	1
	Reserve Choice	2
		3
	Reserve Choice	

### The Neutron Curriculum

	Choose two from
S E C T I O N  4	Art and Design: Fine Art, Art and Design: Fashion and Textiles, Art and Design: Graphic Communication, Business Studies, Child Development, Classical Civilisation, Computer Science, Creative iMedia, Dance, Design and Technology: Resistant Materials, Drama, Engineering, Food Preparation and Nutrition, Hairdressing and Beauty Therapy, Media Studies, Music, Philosophy and Ethics, Physical Education
	1
	2
	Reserve Choice

#### Humanities

##### Atom and Proton Curriculum:

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

