ALBAN
LEARNING PARTNERS

Outstanding learning for all

The Marlborough Science Academy

Post 16 Learning

at

"The Marlborough Science Academy"

Learning with Loreto, STAGS, Townsend, Nicholas Breakspear and Samuel Ryder

A Guide to Post 16 Education

Celebrating Learning Opportunities across St Albans

September 2024

WELCOME

A message from the Heads of School

Welcome to our Post 16 prospectus and the Sixth Form. During our time here, especially within Sixth Form and as Heads of School, we have really grown to love the school and are proud of our learning community. Marlborough will give you the opportunity to study a wide variety of subjects, including those at consortium schools, this lets us study a wider range of subjects, but more importantly helps us to build valuable life skills which we can use in the future.

The study centre is well equipped and can help you to get on with your independent studying in your non-contact time, which is also a good opportunity for you to develop your time management skills. Although, Sixth Form is a massive step up from KS4, but you will be really well supported and the staff will ensure that you are well prepared and have the resources you need in order to succeed during your time with us.

Your journey throughout school and wherever else you may choose to study will ultimately be leading you to a university application, apprenticeship or a career. It may seem daunting; however, our Sixth Form has been successful with all teaching staff helping us to

achieve our goals. As well as valuable teaching and learning, the school has links with many external companies, who help us develop new skills, away from academics. Enrichment sessions once a week invite Sixth Form students to gain experience within the school as well as the local community. We are encouraged to volunteer as much as we can and log our hours.

The door of the pastoral leaders is always open if more specific guidance is needed. We are confident that all the information you need to make an informed decision will be presented to you throughout the year. If you do have further questions, we are happy to speak to you, regarding our experiences and further information can be found on the website.
We wholeheartedly hope that you choose Marlborough it will undoubtedly allow you to succeed and you will be provided with guidance and support wherever you may need it.
We look forward to seeing you next year!

Camps International Trip





Over the summer holidays 17 Year 11 and Year 12 students travelled to Kenya and Tanzania for 4 weeks. The students have been fundraising for the past two years to support themselves on this trip of a lifetime. The trip consisted of two weeks in Kenya and two weeks in Tanzania, where we stayed at different camps across the two countries. We were joined by Trevor and Anna, leaders from Camps International, who travelled with us on our month-long adventure.

In week one we stayed at The Wildlife Foundation (TWF) camp, located just outside Nairobi National Park, Kenya. Throughout the week students participated in projects, such as wildlife monitoring, setting up camera traps throughout the park, picking up litter and bolting animal deterrent lights on the local farmers' chicken huts and we were treated to an educational walk from national park rangers, who are also leaders of the local tribe. We learned about the native flora and fauna that span the park. To finish the week, we celebrated two birthdays - what a place to turn 16!

Week two started with the relocation to our second camp in Kenya, Camp Tsavo, located in southern Kenya in the Tsavo East National Park. This week focused on humanitarian work. We spent several days completing projects at the local primary school. Some of these jobs included painting the walls, making bricks to be used to build a new classroom and building ramps for the students to use. We were lucky to meet some of the students at the school, who were all so welcoming and loved helping us out on the tasks. On the other days, we helped with building elephant deterrent fencing and assisted in goat deworming. We were honoured to receive an invitation to visit with the local women's group, where everyone was able to show off their dance moves! We were also privileged to spend time with the Masai trip, who showed us their way of living. On the last day at the camp, we embarked on safari, which proved to be the highlight for many. We were lucky enough to see elephants, zebras, giraffes, warthogs and lions!

https://youtu.be/M_qU0-cuIAg

'Attendance among Sixth-Form students is high, particularly in Year 12, because you are embedding a culture of good attendance and of high aspiration.'

Ofsted

'The Sixth-Form curriculum has been broadened so that students can, and typically do, choose courses that are a good match for their abilities and interests. Expectations around attendance are high, and students are required to complete supervised independent study when they are in school and not in taught lessons. As a result, they attend regularly and use their time productively.'

Ofsted

'Sixth-form students speak very positively about the support that they are given, explaining that their work is interesting and challenging. They say that they are keen to reach their target grades and know how to do so. This was evident during inspectors' observations of their learning. Students appreciate the guidance about

applying to university, entering the workplace, or securing high-level apprenticeships; they say it is useful and motivates them.'

Ofsted

Link to most recent Ofsted Report - Ofsted Inspection Report November 2023

The benefits of studying with us at Post 16 include:

- ✓ State of the art 6th Form block
- ✓ You know your school and we know you
- ✓ Ofsted rated the sixth form as Outstanding
- ✓ A considered curriculum responsive to students' needs
- ✓ A tradition of quality teaching and excellent results
- ✓ The positive and affirming student-teacher relationships
- ✓ The continuity of peer and friendship groups
- ✓ Opportunities to develop leadership skills in a supportive environment
- ✓ A dedicated academic tutoring programme
- ✓ An enrichment programme that will make your personal statement stand out from the crowd
- ✓ Unique opportunities to stage social and charity events and to support our younger students
- ✓ A sophisticated ever improving working environment
- ✓ Support from staff who care and love teaching
- ✓ A structured careers programme and a high level of support for students next steps
- ✓ Opportunities to travel to extend your learning

GENERAL INFORMATION

The Alban Learning Partners

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

Curriculum

Each day has five-hour sessions. The weeks' lessons are split into three teaching blocks as shown in the figure below:

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

Most level 3 courses are taught in one teaching block.

Block E is used by each Learning Partner to deliver its own programme of complementary studies courses and enrichment activities (e.g. GCSE re-takes 6th Form games, Duke of Edinburgh Award, and Enrichment). Also offered during this time are additional qualifications including the Extended Project Qualification (EPQ).

Entry requirements

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

For entry into the Sixth Form students are required to have achieved at least five 9 - 4 grades at GCSE including English Language and Mathematics. In addition, courses also require students to have achieved a minimum average point score for their GCSE examinations, or a minimum grade in the subject they wish to study.

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

Pastoral Care and Feedback

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

Travel

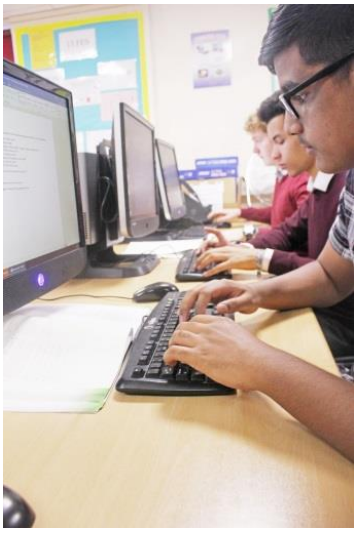
If a student is studying a course at a Learning Partner, a minibus is provided to transport them between different schools during the day, although there is an expectation that students will make their own way at the beginning or end of the school day.

Sport

All students are encouraged to participate in some form of physical exercise whilst in the Sixth Form. Wednesday afternoons are used for sporting activities at each school and this facilitates cross consortium fixtures and events.

Wider Participation

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




Enrichment

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

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

Social Activities

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

Destinations

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

Following successful completion of their courses last year.

65 students started university degree courses
3 students started apprenticeship schemes
28 students started in the workplace
4 students are having a gap year

A selection of 2024 University Destinations

Provider name	**Course placed**
Birkbeck, University of London	Law with Foundation Year
Bournemouth University	Business & Management (Finance)
Bournemouth University	Law
Bournemouth University	Psychology with Forensic Investigation
Bournemouth University	Marketing Communications with Advertising
Bournemouth University	Psychology
Bournemouth University	Data Science and Artificial Intelligence
Brunel University London	Computer Science
Brunel University London	Military and International History with Placement
Cardiff Metropolitan University	Marketing Management
Cardiff University	Journalism and Communications
Durham University	Physics
Durham University	Natural Sciences
Goldsmiths, University of London	Media and Communications
Heriot-Watt University	Computer Science (Artificial Intelligence)
JCA | London Fashion Academy	Fashion: Design & Accessories
King's College London, University of London	Politics
Leeds Trinity University	Criminology and Law with Foundation Year in Legal Issues
London South Bank University	Chiropractic
Manchester Metropolitan University	Filmmaking

Manchester Metropolitan University	Politics
Manchester Metropolitan University	Sports Marketing Management
Norland	Early Childhood Education and Care
Northumbria University, Newcastle	Computer and Information Technology
Nottingham Trent University	Business Law
Nottingham Trent University	Psychology
Oxford Brookes University	Physiotherapy
Queen Mary University of London	Computer Science with Industrial Experience
Royal Holloway, University of London	Criminology and Psychology
Royal Holloway, University of London	Law with Integrated Foundation Year
UCFB	Multimedia Sports Journalism
University of Bath	Physics
University of Birmingham	Medicine
University of Brighton	Globalisation: History, Politics and Culture
University of Bristol	Anthropology
University of Bristol	Politics and International Relations with Study Abroad
University of Greenwich	Law
University of Hertfordshire	Economics and Finance
University of Hertfordshire	Finance
University of Hertfordshire	Initial Year for Extended Degree Science- Geography and Environmental Sciences
University of Hertfordshire	Initial Year for Extended Degree Science- Biomedical and Healthcare Science
University of Hertfordshire	Computing Technologies (Software Development) Foundation Degree
University of Hertfordshire	LLB Law with Foundation Year
University of Hertfordshire	Engineering with Foundation Year
University of Kent	Psychology with Clinical Psychology
University of Kent	Biology
University of Kent	Computer Science (Artificial Intelligence) with a Year in Industry
University of Kent	Classical and Archaeological Studies
University of Leeds	International History and Politics
University of Leicester	Creative Computing
University of Lincoln	Film & Television Studies
University of Liverpool	Marine Biology with Oceanography

University of Liverpool	Computer Science (with a Year in Industry)
University of Nottingham	Computer Science and Artificial Intelligence with Year in Industry
University of Oxford	Biomedical Sciences
University of Oxford	Mathematics/Mathematics and Statistics
University of Portsmouth	Marine Biology
University of Portsmouth	Psychology
University of Salford	English Literature
University of Stirling	Film & Media
University of Suffolk	Diagnostic Radiography
University of Surrey	Criminology
University of Surrey	Computer Science
University of the Arts London	Interior and Spatial Design
University of Warwick	Chemistry

Contact

Enquiries about the Sixth Form can be directed initially to the following contact;
Mrs Gill Battams, Sixth Form Pastoral Administrator
The Marlborough Science Academy
Telephone: 01727 731371 (direct line)
Email:G.battams@marlborough.herts.sch.uk

APPLY HERE

COURSE DESCRIPTIONS

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

Course title: **Art and Design Fine Art**
Awarding body: Edexcel

Specification number: 9FA0

Entry requirements:
Grade 6 recommended at GCSE or equivalent portfolio of work. GCSE points score 32.

Course content:
There are 2 components 1) Personal Investigation (60%) which contains practical work and a small guided written study. 2) An externally set assessment (40%). Students can develop their skills in painting, drawing, print making and 3D work. They can explore and investigate their own ideas with step-by-step guidance from teacher-led tutorials. There are also trip opportunities such as visits to the Tate, The Saatchi and Curwen Print Centre.

Assessment:
Students are continually teacher- assessed throughout the course with verbal and written feedback. There is a mock exam in July for Yr 12 and then the externally set exam which occurs in April of year 13 also. This is worth 40% of the grade. There is a long preparatory period to allow students to study towards their final outcome with their teacher's advice. Yr 12 students have a mock exam in June.

Why study at The Marlborough Science Academy?
The Art department at Marlborough has a long-standing excellent reputation both within the county and further afield. Our results are outstanding often seeing 100% of students obtaining 9 – 6 at GCSE and 90% A* _A at A Level. The students average grade this year was an A grade. We also offer photography here at Marlborough and have four dedicated large art rooms including a dark room. We have an excellent team of teachers with a broad range of specialising including, Painting, 3:D and sculpture, photography and Textiles.

Expectations of students:
You will need an A1 portfolio, a sketchpad, colour materials e.g. pastel, pencils and some basic paints. This is mainly for homework. Students are required to work independently at home, research projects with images and photos and contribute creatively to the group. Access to a computer is also required.

Career paths:
Studying Art is essential for any form of design or art courses such as painting, Sculpture, Graphics, Product Design, Fashion, Textiles, Architecture, Furniture/Jewellery Design etc. Also, Art shares many links with other subjects such as English, Drama, History, Maths etc. The modern world requires many skills in creativity, industries connected with new Media, Advertising, Gaming, Film, Performance and Journalism often employ graduates with an education in the Arts.

Course Title: **Art and Design Graphic Communication**

Awarding Body: AQA

Specification Number: 7203

Entry requirements:
Grade 6 recommended at GCSE or equivalent portfolio of work.

Course Content:
There are 2 components 1) Personal Investigation (60%) which contains practical work and supported by written material. 2) An externally set assessment (40%). Students will have the opportunity to develop their skills and produce practical and critical/contextual work in one or more areas of study, for example, advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, interactive media (including web and game design), motion graphics, design for film and television. They can explore and investigate their own ideas with step-by-step guidance from teacher-led tutorials.

Why study at the Marlborough Science Academy?
The Technology department at Marlborough has a long-standing excellent reputation both within the county and further afield. Our GCSE courses and results provide the perfect foundation for undertaking this course. We have an excellent team of teachers with a broad range of specialisms including, Product design, 3:D design, Engineering, Food & Nutrition and Textiles.

Expectations of students:
You will need an A3 portfolio, a sketchpad, colour materials e.g. pastel, pencils and some basic paints. This is mainly for homework. Students are required to work independently at home and during the research projects and contribute creatively within the group. Access to a computer and iPad or drawing tablet is also required.

Career paths:
Studying Art & Design Graphic Communication is essential for any form of design or art courses such as, Graphics, Illustration, Advertising, Game design, UX design, Product Design, Fashion, Architecture, Furniture Design. Graphics also shares many links with other subjects such as English, IT, History, Maths etc. The modern world requires many skills in creativity, industries connected with new Media, Advertising, Gaming, Film, Performance and Journalism often employ graduates with an education in the Arts.

Course title: **Biology**

Awarding body: AQA

Specification number: 7401/2

Entry requirements:
Grades 66 for Double Science or grade 6 for Triple Biology
GCSE points score 40

Course content:
A Level Biology examines a range of areas, from respiration and photosynthesis to cell structure and function, adaptation of the gaseous exchange systems in mammals, absorption in the gut, immunity and defence and the conduction of action potentials along neurones to name a few. Students will complete several mandatory practicals and experience A Level examination training throughout the course. A Level Biology requires focus, dedication, an excellent work ethic and an understanding that it is not the 'easy' Science.

Why study Biology at The Marlborough Science Academy?
Biology at Marlborough is staffed by a range of passionate Biologists who are keen to share their love of this wonderful subject with their students. The Science Faculty is well resourced at Marlborough and there is a Head of Biology in post within the department who will personally oversee the delivery of the course. Specialists staffing the department currently include a Neuroscientist and a Sports Scientist who share the delivery of this varied and exciting course to ensure an excellent and highly specialised learning experience.

Expectations of students:
Students wanting to follow this course should enjoy science in general and the life sciences in particular and be interested in developing their skills in designing investigations using examples from other sources than the given text is essential for higher grades.

Career paths:
Medical or veterinary science, pharmaceutical or agrochemical industry, biochemical or genetic research, biotechnology, food industry, nursing, teacher or laboratory technician. Studying Biology gives you a well-rounded view of the way science affects society and the individual.

BTEC National Extended Certificate in Sport (equivalent 1 A level)

BTEC National diploma in sport (equivalent 2 A levels)

Course title: Pearson BTEC National in Sport
Awarding body: Pearson
Entry requirements: Grade 5 or above recommended at GCSE or equivalent course.

Course content:
The BTEC extended certificate (1 A level) enables students to build upon the foundation of the National Curriculum in PE and the GCSE / BTEC First.
All students complete the following units over two years.

Unit 1	Anatomy and physiology (Written exam)
Unit 2	Fitness training and programming for health, sport and well-being (written exam)
Unit 3	Professional development in the sports industry (coursework module)
Unit 7	Practical sports performance (coursework module)

Those choosing to study the diploma (2 A levels) course will additionally complete

Unit 4	Sports leadership (coursework module)
Unit 5	Application of fitness testing (coursework module)
Unit 6	Sports psychology (coursework module)
Unit 22	Investigating business in sport and the leisure industry (written exam)
Unit 23	Skill acquisition in sport (coursework module)

Why study at Marlborough?
We have an outstanding track record of delivering success with this qualification over a number of years. The majority of students who have studied this course have gone on to study sport at university in many different fields of sport across a range of university's including Loughborough, Birmingham, Bath and Nottingham.
Expectations of students:
It is paramount that students meet all coursework deadlines in order to be successful on this course. Organisation, cooperation and collaboration are key skills required to enjoy the course. A genuine interest in all sports is essential.
Career paths:
Sports development or promotion, Sports coaching, Sports psychologist, PE teaching, personal trainer and Physiotherapist amongst the many career pathways provided by this course.

Course title: **Business Studies**

Awarding body: AQA

Specification number: 7132

Entry requirements: GCSE points score 38
GCSE Maths and English – minimum grade 5

Course content:

The following units of study are covered within the courses:

Yr 12

- Managers, leadership and decision making
- Decision making to improve performance – operational, financial and human

Yr 13

- Analysing the strategic position of a business
- Strategic methods

Assessment:

It is 100% exam at the end of Year 13. It is a 2-year course with regular exam practice throughout the year. Students sit will 2 exams.
Why study at The Marlborough Science Academy?
It is taught and managed by a lead practitioner in Business Studies a county subject specialist. With many contacts of different businesses which are used as guest speakers.

Expectations of students:

You will be asked to carry out detailed research on relevant topics and you will be required to complete home learning in the form of business reports, essays and presentations. The course is 100% examination and requires skills in analysis.

Career paths:
Would you like to run your own business or develop skills to work in advertising, marketing, human resources, accountancy or the legal profession? Would you like to move onto a degree programme in Business and at University?

Course title: **Level 3 National Extended Certificate in Applied Business**

Awarding body: **AQA**

Specification number: **1832**

Entry requirements: GCSE points score 38
GCSE Maths and English

Course content:

The following units of study are covered within the courses:

- Financial planning
- Business dynamics
- Entrepreneurial opportunities
- Management and leading people

Assessment:

The course is equivalent to one A Level and gives students a broad introduction to the business and enterprise industry, with an emphasis on core knowledge and fundamental skills that are transferable across other sectors. The content has been developed in consultation with higher education providers to ensure that it supports progression. In addition, employers and professional bodies have been involved and consulted, to confirm the content is appropriate and consistent with current practice.
The course comprises of 6 units, of which 4 units are internally assessed controlled assessment projects and 2 units (50% of the total qualification) are externally set examinations – one at the end of Yr 12 and one at the end of Yr 13.

Why study at The Marlborough Science Academy?
It is taught and managed by a lead practitioner in Business Studies a county subject specialist. With many contacts of different businesses which are used as guest speakers.

Expectations of students:
You will be asked to carry out detailed research on relevant topics and you will be required to complete home learning in the form of business reports, essays and presentations. The controlled assessment units will be well structured and provide students with as much support as needed.

Career paths:
Setting up your own business
Accountancy
Marketing
Human resources
Operations managers
Project managers
Event Managers / Co-ordinators
Working abroad

The requirements of the qualification will mean students develop transferable and higher order skills, which are highly regarded by higher education providers and employers. The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements for many courses.

Course title: **Chemistry A**
Awarding body: OCR

Specification number: H432

Entry requirements:
66 for Double Science or 6 grade for Triple Chemistry. GCSE points score of 42.
A minimum grade 5 in GCSE maths is also an entry requirement.

Course content:
The course is split into 6 teaching modules:
Development of practical skills in chemistry
Foundations in chemistry (atomic structure, moles and bonding etc.)
Periodic table and energy
Core organic chemistry
Physical chemistry and transition elements
Organic chemistry and analysis

Assessment:
There are 3 written papers taken at the end of the second year of the course and a practical endorsement which is a non-exam assessment and is reported separately to the exam grade.

Why study at The Marlborough Science Academy?

The course is taught by chemistry specialist teachers and supported by a friendly and dynamic science faculty. By studying at Marlborough, you become part of a large, caring community where your wellbeing is as important as your learning. Lessons are taught within dedicated laboratories to facilitate the practical aspects of the course. Content is taught through a range of teaching methods to support and meet all learners' needs. You will have the opportunity to extend your science skill set outside of the classroom within the school.

Expectations of students:

Students wanting to follow this course should enjoy science in general and willing to take on the challenge of a serious subject both at a practical and intellectual level.

Career paths:

This qualification will be respected by all employers and is directly relevant to many jobs in industry and medicine. Chemistry A level provides useful background knowledge for all science degree but is essential if you wish to study chemistry, medicine, veterinary medicine, chemical engineering, biochemistry and other similar courses. It is also a highly prized skill set if considering economics at university level.

Course title: **Classical Civilisation**
Awarding body: OCR **Specification number:** H408
Entry requirements: 5 GCSE grades 9-5 and GCSE points score of 38 or more.

Students are readily encouraged to pursue studying Classical Civilisation at A Level even if not studied at GCSE. No prior knowledge of the subject is required. Students who are considering subjects such as English, History and Philosophy will benefit from choosing Classics A Level, as these subjects complement each other well.

Students with a keen interest in literature, art and archaeology will also enjoy studying Classics, as the subject actively covers these ideas and themes. You do not need to know any languages, as all the texts are in translation, and it doesn't matter if you haven't studied the Greeks and Romans before; all you need is an interest in the ancient world and its cultures. Please note, prior knowledge or learning related to the subject is not a requirement, however it is recommended that students should obtain at least a 6 in GCSE English.

Course content:
Classical Civilisation focuses on the civilisations of Greece and Rome and is a wide-ranging subject involving the study of literature, material culture, ancient thought and ideas, and the ancient historical context. From women in the ancient world, to the study of religious beliefs and ancient acts of intolerance, Classical Civilisation involves interesting discussions that are directly relevant to today's world. The A Level course combines the study of the literature, society, art and culture of ancient Greece and Rome.

The world of the hero: This component will explore both Greek and Roman epic, with the study of Homer's *Odyssey* as well as Virgil's *Aeneid*, arguably the greatest works of ancient literature. The works of Homer are the foundation of the Western literary canon, and the Greeks themselves considered them the cornerstone of Greek culture. In his *Aeneid,* Virgil pays homage to Homer, but also to Rome's first emperor, Augustus. With their unique composition, and exciting tales of gods and heroes, these works of literature form an excellent grounding for exploration of the classical world.

Culture and the arts (Greek art): The 6th– 4th centuries BC was a period of great change in the Greek world, and this is reflected in the art which was produced. Students will have the opportunity to explore and engage with a range of the visual arts produced by the Greeks in 6th– 4th centuries BC, including free-standing sculpture, architectural sculpture, and vase-painting. Students will be able to appreciate the profound effect Greek art has had on the art of later periods. This component will hone learners' visual and analytical skills, as well as develop their ability to offer critical analysis.

Politics of the Late Republic: According to ancient Roman historians, change was nothing new to the political arena in Rome. Demographic upheaval, the indomitable rise of politics that appealed to the ordinary citizen rather than the elite, and the demise of 'traditional ways' are subjects that ring as true

today as they ever did. The period we are studying here – from 79 to 43 BC – witnessed considerable and irrevocable change. In this component, focussing on three outstanding statesmen from that time – the daunting Cato the Younger, Julius Caesar the formidable strategist, and Cicero the brilliant orator – we explore the conflicting political values that contributed to the 'fall' of the Roman Republic.

Assessment:
Students will sit 3 exams for each component of the A Level.
The world of the hero: The examination is worth **100 marks** and lasts **2 hours and 30 minutes**. This represents **40%** of the total marks for the A Level.
Culture and the arts: The examination is worth **75 marks** and lasts **1 hours and 45 minutes**. This represents **30%** of the total marks for the A Level.
Beliefs and Ideas: The examination is worth **75 marks** and lasts **1 hours and 45 minutes**. This represents **30%** of the total marks for the A Level.

Why study at The Marlborough Science Academy?

Studying Classics at the Marlborough Science Academy allows students the opportunity to study diverse topics and sources, including both literature and visual/material culture, which will inspire and motivate learners to engage further with the classical world. Miss Rowe is our specialist teacher who studied Classics at degree level. She has extensive knowledge and she is eager to share her love of the subject. Her specialism is ancient art and archaeology, which is studied widely across the topics of the course.

Expectations of students:
Students are expected to be committed to their studies and to be making progress to meet the demands of the subject. Students will be required to take an active role in lessons, meet deadlines and carry out independent research. Students will need to be able to think independently and defend their own justifications as well as having enthusiasm, curiosity, and willingness to debate.

Career paths:
Classics combines well with most humanities subjects and English Literature. It develops the communication of ideas and an understanding of the views of others, analysis and interpretation of evidence, and investigative research skills. The study of classical antiquity will give students a better understanding of our own identities within the global community and of how the world has become what it is today. Employers therefore look favourably on these skills, as they are adaptable to almost any line of work. Occupations such as law, journalism, politics, and writing are just some of the areas where Classics is particularly important. It is useful in any workplace due to the development of analytical and communication skills.

Course title: **Computer Science**

Awarding Body: OCR

Specification Number: H446

Entry Requirements: Five GCSE or equivalents at grades 9-5 including Computer Science, English and Mathematics. Average GCSE point score 40.

Course content:

The course is divided into three sections:

Component 01: Computer systems

Students are introduced to the internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. It covers the characteristics of contemporary processors, types of software and the different methodologies used to develop software, data exchange between different systems and more.

Component 02: Algorithms and programming

This builds on component 01 to include computational thinking and problem-solving. It covers areas including computational thinking, problem solving and programming

Component 03: Programming project

Students apply the principles of computational thinking to a practical coding programming project. They will analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The project is designed to be independently chosen by the student.

Why study at The Marlborough Science Academy?

Our A Level Computer Science qualification helps students understand the core academic principles of computer science. Classroom learning is transferred into creating real-world systems through the creation of an independent programming project. Students develop technical understanding and an ability to analyse and solve problems using computational thinking.

Expectations of students:
Students need to be highly interested in the subject and considering following one of the many career paths the subject leads towards. They will also need to be independent problem solvers and committed to investing the substantial time required outside lesson times to master the programming languages introduced.

Career Path:
Software applications developer, Computer systems engineer, Network systems administrator, Business intelligence analyst, Web developer and Computer programmer.

Course title: **RSL Level 3 Diploma in Creative and Performing Arts (Dance Pathway)**

Awarding body: **RSL**

Specification number: 601/7682/9

Entry requirements:

GCSE Dance/BTEC Dance or equivalent Dance courses are desirable. Attend regular dance classes outside of school.

Course content:

The aim of this dance pathway is to equip learners with a variety of abilities relevant to the creative and performing arts industry, ranging from knowledge development through to nearing professional skill acquisition. These skills will form a skill set whereby the successful learner at Level 3 is able to work in a near professional capacity.

Students will learn how to:

- Perform effectively
- Rehearse and display dance skills
- Initiate and develop repertoire
- Understand contextual issues relating to dance styles, performance genres and the performing arts industry

Students will be assessed on the following units:

- One externally assessed core unit – Performance Preparation
- One internally assessed core unit – Planning for a Career in the Creative and Performing Arts
- Five optional units
  - Applying Safe Dance Practice
  - Choreography
  - Dance in the Community
  - Dance Technique & Performance
  - Ensemble Dance Performance
  - Global Dance Styles
  - Leading Dance
  - Repertory Dance Performance
  - Social Dance Through the Ages

Why study at The Marlborough Science Academy?

There are opportunities for candidates to take part in performance and choreography workshops from different dance companies/choreographers to support and enhance learning. A brand-new dance/drama studio has recently been built which provides candidates with a sprung floor, mirrors and bars to practise technique. We have partnerships with Hertfordshire Schools.

Expectations of students:

Students are expected to have experience in dance either through studying GCSE Dance or alternatively taking dance classes outside of school. A commitment to rehearsing outside of lesson times is also essential.

Career paths:

Higher National Diplomas. University Dance Degrees in either dance performance, dance science, dance choreography of dance studies/industry. Would complement any CV for the performing arts/creative arts. Would be helpful to give students confidence for future careers in dance teachers/instructors or choreographers.

Course title: **3D Product Design**

Awarding body: AQA

Specification number: 7552

Entry requirements: Students who receive a 5 or higher in maths would also have an additional advantage in the course.

GCSE Grade 5 or above in a related Design Technology subject, Resistant Materials, Graphic Products and Engineering. Students who have a GCSE grade 5 or above in Art & Design will have an additional advantage. GCSE points score 38.

Why study at The Marlborough Science Academy?

Excellent Technology facilities, experienced staff who are able to pass on a range of skills both practical and theoretical to students which result in high quality outcomes. Full Engineering, Woodwork, Textiles and Graphic Design room with a range of new Technologies including casting, 3D Routing and much more.

Expectations of students:

All students will be required to identify and produce their own solutions to design problems. The course will involve the development of design prototypes, and the decisions which justify choice of materials and methods of manufacture. Students will gain knowledge of materials and their uses, production methods along with graphic presentation techniques including the use of CAD (computer aided design in the form of solid works) and CAM (computer aided manufacture). Students will design and make a 3D product with an accompanying design folder.

Career paths:

Product design courses
Media industry/ Graphic design/ Set design/ Model making.
Engineering (civil engineering/ aviation/ marine/ mechanical)
Architecture
Furniture making and design

Course title:	**RSL Level 3 Diploma Creative and Performing Arts - Acting**
Awarding body:	RSL
Specification number:	**TBC**
Entry requirements:	Students need a 4 in drama at GCSE or a track record of participation in performance inside or outside of school.

Course content: The Level 3 diploma in Creative and Performing Arts is a vocational course designed to equip students with the practical skills to move into further education at drama school or university and careers in the arts industry.

All students will study a range of topics through different practical projects. Units cover both screen and theatre acting, jobs in the industry and audition technique.
Students will take part in visiting workshops with practitioners, Q&A sessions with industry professions and will be encouraged to undertake work experience opportunities.

The units studied will be:

Performance Preparation
This unit prepares learners for participation in a performance production by developing their understanding of the styles and contexts of performance genres, exploring and developing a range of skills and techniques required for auditions/interviews for roles in performance productions as well as developing their planning and rehearsal skills in collaboration with others.

Planning for a Career in the Creative and Performing Arts
The purpose of the learning assessed in this unit is to familiarise learners with the processes associated with effective career planning. The aim of the unit is to provide opportunities to align/link their overarching career aims with the opportunities provided within the course, defining the way the learner engages with their learning.

Acting for Camera
The aims of this unit are for learners to develop skills and techniques for acting for the camera. The purpose of this unit is to develop skills and techniques in acting for the camera.

Audition Technique
The aim of this unit is to introduce learners to audition techniques. The purpose of this unit is for learners to develop practical skills in the techniques for auditioning in the performing arts.

Drama in the community
The aim of this unit is to introduce learners to the concept of community drama. The purpose of this unit is to enable learners to participate in the creation and performance of a community drama project.

Contemporary Theatre
The aim of this unit is to introduce learners to the concepts of contemporary theatre. The purpose of this unit is for learners to understand how contemporary theatre works.

Approaches to Acting
The aims of this unit are to introduce learners to different approaches to acting and to enable learners to incorporate ideas taken from one of these into their own performances. The purpose of this unit is to enable learners to develop understanding of different approaches to acting and to gain practical experience of these approaches through performance.

Assessment:
Assessment will be throughout the course with coursework and performance elements assessed in school and moderated externally. A final practical examination for a visiting examiner. This course has no written exam.

Why study RSL Level 3 Acting at The Marlborough Science Academy?
The course will be taught by specialist teachers in our recently updated Drama Studio, with new lighting and sound equipment. All students will also be offered the opportunity to study for a LAMDA medal (Grade 6/7 depending on prior experience) which carry additional UCAS points.

Expectations of students:
This course is demanding in terms of: - time given to rehearsal, theatre visits, personal and social skills required for group work, research, planning and organisation, intellectual and practical skills. Students will be expected to complete additional rehearsal outside of their guided lesson hours.

Career paths:
Apart from careers in theatre, television and film, students will also have a knowledge of technical and backstage roles within the arts should they wish to pursue these.
RSL Acting develops many skills such as public speaking, presentation skills, critical thinking, teamwork, cultural awareness and personal reflection.
The transferable skills from Drama are important in developing skills which will be invaluable in the workplace. Many of our students go on to study courses in the arts, however just as many find Drama a great facilitating subject for careers including Law, English, Journalism, Broadcasting and Education.

Course title: **English Literature A Level A (Linear)**

Awarding body: AQA

Specification number: 7712

Entry requirements: Five GCSE grades 9-5 and GCSE points score of 40 or above. Grade 6 or above in both English Literature and English Language GCSE.

Course content:
Paper 1: Love through the Ages
Written exam making up 40% of A Level. Close study of three texts: one poetry, one pre-1900 and one Shakespeare play. Example texts include: an anthology of love poetry, *Othello and The Great Gatsby*.
Paper 2: Texts in Shared Contexts (Modern texts: Literature from 1945 to the present day)
Written exam making up 40% of A Level. Close study of three texts: one prose, one poetry and one drama, one of which must be written post-2000. Example texts include: *A Streetcar Named Desire, The Help,* and Sylvia Plath poetry.
Independent Critical Study: Texts Across Time
Coursework module making up 20% of A Level. One extended essay based on a comparative critical study of two texts. Students choose their own texts based on themes such as: the struggle for identity, the Gothic, satire and dystopia, war and conflict, representations of race and ethnicity or social class and culture.

Assessment:
80% Examination 20% Non-Exam Assessment

Why study at The Marlborough Science Academy?
The English Faculty at The Marlborough Science Academy is staffed by specialist teachers who have a wealth of knowledge and experience. Results at AS and A Level have been consistently good with the majority of students achieving their target grade or above. English Literature is a popular and well-resourced subject area and lessons are focused on discussion, debate and the sharing of ideas.

Expectations of students:
A level English Literature expects students to think and discuss the texts and ask questions. Students will need to do their own reading and research about texts and authors studied. They must learn to study independently and realise that A- level is a step up from GCSE level.
Students are expected to attend external lectures and theatre trips and visits outside school as appropriate.

Career paths:
A huge range including Media, Teaching, Publishing, ICT and journalism.

Course title: **Film Studies**

Awarding body: EDUQAS

Specification number: A level 603/1147/2

Entry requirements:
A love of film and filmmaking and interest in the critical study and analysis of film. You must meet the school's requirements for entry to A levels, including a grade 5 or above in an essay-based subject like English or History.

Course content:
Varieties of Film and Filmmaking
This two-year course, examined in year two covers a wide range of Film types, Film movements and Film production from a range of nations. Starting with a comparison of Hollywood film from the 'Classic' 1930 - 1960 era with one made between 1960 -1990.
The study of two American Films, one major studio mainstream production and one independent production)
A study of two British films produced after 1995.

Global Filmmaking
Comparison of two films, One European and one produced outside Europe
Close study of one Documentary Film
Film Movements -Close study of one silent film
Film Movements – Close study of one experimental film (1960 – 2000)

Student Production
Students elect to create their own product from a choice of
Short Film (4-5 minutes), a Screenplay or a digitally photographed storyboard.
Key areas of study across the course will be: -
The construction of Film (Film Language and Grammar, Cinematography, Lighting, Editing, Sound, Narrative structure, Generic conventions)
Contextual issues. The production context, (finance, the organisation of the Film industry in that country, the process of making, distributing marketing and exhibiting film products)

Assessment:
Component 1: Varieties of film and filmmaking written examination: 2½ hours 35% of qualification
Component 2: Global filmmaking perspectives written examination: 2½ hours 35% of qualification
Component 3: Production Non-exam assessment 30% of qualification

Why at The Marlborough Science Academy? Opportunities for offsite visits to Film Industry institutions, talks from industry practitioners, well equipped facilities to enable high quality production in coursework units, skilled teaching staff with a wealth of experience of teaching Film Studies.

Expectations of students:
Students are expected to keep up to date with all essays and home learning in preparation for exams. Students must be prepared to work well with others and be reliable when making a film with peers.

Career paths:
Film Studies is an essay-based subject that shows students have excellent analytical skills. This is recognised by all universities. The range of courses on offer at Universities/Film schools range from the entirely academic or critical perspective to the wholly practical through to those that balance both of these approaches. As the A Level comprises both these elements it allows the student to experience and plan what type of course would be best suited to their undergraduate study. The study of commercial aspects as well as practical coursework elements are also beneficial for students aiming to work directly in the industry.

Course title: **French**
Awarding body: AQA

Specification number: AS 7651 A2 7652

Entry requirements:
Five GCSE grades at 9 - 6 and GCSE point score of 42 or above.
Grade 9-7 or above at GCSE French, students should have a thorough understanding of the grammar of the language.

Course content:
In Year 1, students will have the opportunity to extend their skills in listening, speaking, reading and writing through the study of materials related to contemporary France and Francophone countries. The course covers current trends in society and artistic culture. Students will study a set literary text or a film in depth. Students deepen and broaden their competence in the language and explore further social, cultural and political issues. In addition, students are required to study a second literary text or film and must complete an individual research project.

Year 1
Aspects of French society
Artistic culture in the French world
Grammar

Year 2
Aspects of French society
Artistic culture in the French world
Multiculturalism in French society
Aspects of political life in French society
Grammar

Why study at The Marlborough Science Academy?
Fully qualified and experienced teaching staff. Study trips abroad and student conferences in London.

Expectations of students:
You will be expected to work hard and keep to deadlines.
Students should have an interest in one of the French speaking countries and/or be informed about its history, culture and current events.
Students should preferably have also made a visit to the country concerned and may have the opportunity to take part in a work experience programme in France.
Students must attend conversation lessons, as well as have the self-discipline to learn vocabulary and master French grammar.

Career paths:
Knowledge of a foreign language could be the passport to many careers. Most university courses offer languages as a subsidiary subject.
The ability to understand and use French is also a desirable skill in such areas of work as economics and business, marketing, public relations, engineering, tourism, law, education and many more.

Course title: **Further Mathematics**

Awarding body: Edexcel

Specification number: A level FM

Entry requirements:
At least a grade 8 at GCSE Higher level plus teacher approval.

Course content:
A Level Further Mathematics A qualification provides students with a coherent course of study to develop mathematical understanding, encouraging them to think, act and communicate mathematically. Designed for students who wish to study beyond Mathematics A Level, it provides a solid foundation for further study in mathematics and other disciplines that make extensive use of mathematical skills.

Assessment: A Level
A combination of papers including Mechanics and Discrete options.

Why study at The Marlborough Science Academy?
Students are taught by specialist teachers, who offer support throughout the duration of the course. This is a course running at The Marlborough Science Academy.

Expectations of students:
One of the key aims of the course is to encourage students to develop a deeper understanding of Mathematics, to promote independent thinking and to challenge their thought process when tackling more complex questions. They will be required to use logical thinking and should have an interest in the subject and extending on what they have learnt at GCSE.

Career paths:
Mathematics is relevant to other fields of study such as the Sciences, Geography, Economics and Business Studies. If you are considering university courses, A level Maths is essential for some degree options such as Physics, Computing and Engineering as well as being of benefit in Chemistry, Biology, Business and Social Sciences. Its value beyond A level is also recognised. For other career paths A level Mathematics opens opportunities in the world of commerce and business including accounting and banking. Recent research suggests that people with A level Mathematics earn approximately £3,000 p.a. more than those without Mathematics.

Course title: **Geography**

Awarding body: Edexcel

Specification number: **9GEO**

Entry requirements: Total of 5 grades 9 -5 GCSE. Grade 7 in Geography is recommended. GCSE points score 39.

Course content:
The Geography course is separated into dynamic landscapes (paper 1) and dynamic places (paper 2). Topics include globalisation, superpowers, the water and carbon cycles, coasts, tectonic hazards and health and human rights. The course also includes an independent investigation which students have full control over.

Assessment:
80% exam 20% coursework

Why study at The Marlborough Science Academy?
Geography is a dynamic, current and relevant subject. The course at Marlborough brings in all these elements to ensure that students are taught relevant, current and topical concepts in order to develop and provide them with the knowledge and skills to achieve well in the specification. Our A level results have been very strong over the past four years with many students exceeding their targets.

Expectations of students:
Interest in Geography including Fieldwork, people and their interaction with the environment, conservation, politics, environment issues, discussions, debates, wider reading and research.

Career paths:

Urban Planning	Stock-broking	Sustainable futures
Conservation work	Volcanologist	IGO/NGO consultant
Leisure & Tourism	Seismologist	Politics
Statistician	Retail Management	Surveying
Accountancy	Demographer	Marketing
Explorer	GIS Specialist	Engineering
Meteorology	Architecture	Hazard Management
Demographer	Development worker/aid worker	Energy

Course title: **History**

Awarding body: AQA

Specification number: 7042 (A Level History)

Entry requirements:
5 GCSE grades 9 - 5 and an average point score of 38 or more.
Students will need a GCSE grade 5 or above in History or, if not studied at GCSE, a grade 6 in English. Most importantly, students will need an interest in History.

Course content:
The A Level consists of 2 examined units, one based on Britain and the second with a more international focus which are studied concurrently throughout the two-year course.

The British unit is entitled ***The Tudors: England, 1485-1603.*** This unit allows students to study change, continuity, cause and consequence in the nation at a time of great change and turmoil. Students will investigate issues based on power and politics such as how effectively the Tudors restored and developed the powers of the monarchy, and how effectively England was governed during this period. The continuing question of the succession is also studied. Social history is present in this unit and other domestic themes include changes in the economy and society, the effects of these changes, developments in intellectual and religious ideas and the role of key individuals and groups both in power and outside the political sphere. Finally, students will learn about the changing relations with foreign powers, specifically France and Spain including events such as the Spanish Armada.

The international unit is ***The Cold War, c1945–1991.*** This unit allows students to study the evolving course of international relations during an era of tension between communist and capitalist powers which threatened nuclear Armageddon in depth. It explores concepts such as communism and anti-communism, aggression and détente and encourages students to reflect on the power of modern military technology, what hastens confrontation and what forces promote peace in the modern world. The course covers events and issues in Europe, Asia and the Americas, such as the origins of the conflict, the Cuban Missile Crisis, the Vietnam War and the collapse of communism in Europe at the end of the 1980s.

Additionally, in the summer of Y12 into the autumn of Y13, students will complete a piece of coursework on ***South Africa 1887-1990***. This unit will involve the study of South Africa with a focus on why the Apartheid system ended. Students will learn about the role of Nelson Mandela and analyse this alongside other factors (both internal and external) which contributed to the dramatic events of 1990.

Assessment:
Both examined units are each worth 40% of the final mark. Both exams are sat at the end of the course and are 2½ hours long with one source question and two essay questions. The final 20% of the marks are from the coursework which should be 3500-4500 words long.

Expectations of students:
Students are expected to be committed to their studies and to be making progress to meet the demands of History. Students will need enthusiasm, curiosity and willingness to debate. They will be required to take an active role in lessons, meet deadlines and carry out independent research; specifically, this entails wider reading – it is vital that students 'read around the subject' for all units to ensure that they are able to demonstrate a good depth of understanding of both exam topics and to an even greater degree in their course work.

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

History is frequently a qualification which provides a route into careers such as law, journalism, management, personnel work, public relations, the Civil Service and many other fields. This is evident in the range of highly respected history graduates from the present and past; figures from television, entertainment and the media include David Mitchell, Nicky Campbell, Simon Mayo, Jeremy Bowen (BBC foreign affairs correspondent), Sacha Baron Cohen, Jonathan Ross, Louis Theroux, Marmaduke Hussey (formerly BBC Chairman of Governors), Brian Walden (TV interviewer), Salman Rushdie (author), Andrew Morton (biographer), Alan Bennett (playwright) and Melvyn Bragg. From the USA, Steve Carell (Actor/Writer/Producer), Conan O'Brien (Comedian/Writer), Larry David (Comedian/Writer), Katharine Hepburn (Actress), John Lithgow (Actor), Ellen Barkin (Actress), Lauryn Hill (Singer/Actress) and Jimmy Buffett (Singer/Songwriter) are all history alumni.

In politics Gordon Brown, Alan Milburn, John Prescott, David Blunkett, Douglas Hurd, Sir Chris Patten, Kenneth Baker, Neil Kinnoch, Kenneth Clarke, John McGregor, John Gummer and Douglas Hogg are all successful historians. Members of the Civil Service who studied history include Dame Ruth Runciman (Advisory Council on the Misuse of Drugs), David Collett (director of VSO), Martin Gorham (chief executive of the National Blood Service) and John Abbott (director general of the National Criminal Intelligence Service). There are leading individuals in law who graduated as

historians, for example QC Michael Briggs and QC Michael Mansfield in the UK, and across the Atlantic Elena Kagan, Antonin Scalia, Anthony Kennedy (all U.S. Supreme Court Justices), along with Eric Holder (former Attorney General of the United States).

There are also numerous successful historians in the business world. From the UK, Sir Howard Stringer (previous chairman of Sony Corporation), Sir Roland Smith (previous director of the Bank of England), Sir Robert Gunn (former Chairman of Boots), Lord Sainsbury, Gerald Corbett (Chief Executive of Railtrack and then chairman of SSL International). From the US Martha Stewart (Businesswoman/Author), Lee Iacocca (Industrialist/Former CEO of Chrysler/Author), Sam Palmisano (CEO of IBM Corporation) and Chris Hughes (Co-founder of Facebook). Ironically maybe, trade union leaders such as Philip Bowyer, David Davies and John Monk also have a history background.

There is a 'history' of the subject producing great leaders, such as Winston Churchill, and many US Presidents including Franklin D. Roosevelt, Theodore Roosevelt, Woodrow Wilson, John F. Kennedy, Dwight Eisenhower and (at the time of writing) maybe Joe Biden!

Course title: **Mathematics**

Awarding body: Edexcel

Specification number: 9MA0

Entry requirements:
At least a grade 7 at GCSE Higher level. Due to the nature of the course, students whose predicted grade is less than 7 will struggle with the full A level course. GCSE points score 42.

Course content:
Students will cover pure, statistics and mechanics. The course is designed to build upon the Higher-level aterial covered at GCSE, with students looking at more complex sequences, index laws, trigonometric graphs, simultaneous equations and algebraic functions. The course also looks at differentiation and integration within pure mathematics. Statistics looks at hypothesis testing, probability and the normal distribution and is a follow on from the statistics covered at GCSE. The mechanics component links to the material covered in Physics AS/A level, and looks at vectors, kinematics, Newton's laws and friction.

Assessment: A Level
3 x 2 hour written papers (all equal weighting):
Paper 1: Core
Paper 2: Core and Statistics
Paper 3: Core and Mechanics

Why study at The Marlborough Science Academy?
Students are taught by 3 specialist teachers, who offer support throughout the duration of the course. Results over the past few years have been excellent.

Expectations of students:
One of the key aims of the course is to encourage students to develop a deeper understanding of Mathematics, to promote independent thinking and to challenge their thought process when tackling more complex questions. They will be required to use logical thinking and should have an interest in the subject and extending on what they have learnt at GCSE.

Career paths:
Mathematics is relevant to other fields of study such as the Sciences, Geography, Economics and Business Studies. If you are considering university courses, A level Maths is essential for some degree options such as Physics, Computing and Engineering as well as being of benefit in Chemistry, Biology, Business and Social Sciences. Its value beyond A level is also recognised. For other career paths A level Mathematics opens opportunities in the world of commerce and business including accounting and banking. Recent research suggests that people with A level Mathematics earn approximately £3,000 p.a. more than those without Mathematics.

Course title: **Media Studies**

Awarding body: Eduqas

Specification number: A level 603/1149/6

Entry requirements:
A love of print, television and online and an interest in the critical study of the media's role in society. You must meet the school's requirements for entry to A levels, including a grade 5 or above in an essay-based subject like English or History.

Course content:
This two-year course, examined in year two covers a wide range of Media Forms (Print products, Advertisements across all media, Moving image media – Film Video TV. Computer Games, Radio and online media). Key concepts that run through the analysis of different media types comprise **Construction** (media language and techniques used in their composition) **Representation** (how media products differently represent groups of people (Gender, Ethnicity, Age, Nationality) Issues and ideas. **Genre** and generic conventions. **Narrative** structures and Ideology. **Audience** –How far we and wider culture may be affected or shaped by media messages. How far we might use them in the creation of our identity. Consideration is also given to what pleasures and benefits we may gain from our use of Media, notions of how much choice we have in the production of and access to media products. Additionally, consideration will be given to Ideas of ourselves as Media producers.
Institution and Regulation analysis and investigation of the processes and functioning of both large corporations and small independent media producers together with an overview of the statutory bodies that regulate each Media Sector.
Students will be examined through two exam components
Component 1 Exam **35%**
Analysing Media Language and Representation. Based on two of the following forms: Advertising, marketing, music video or newspapers. (One question on an unseen print or moving image product and one question on a set studied text and an unseen audio visual or print text)
Sect B ***Understanding Media Industries and Audiences.*** One stepped question on media industries. One stepped question on Audiences. Questions may be based on two of the following media forms advertising, marketing, film, newspapers radio, video games**.**
Component 2 ***Exam 35%***
Media forms and products in-depth 35%
Areas of assessment Media language, representation, media industries, audiences and media contexts.
SECTION A - Television in the Global Age
SECTION B -Magazines – Mainstream and Alternative Media
SECTION C -Media in an Online Age

Student Production Cross Media Production 30%
Individual cross media production chosen by the student in response to a choice of briefs set by the board.

Assessment:
Presently each year is assessed through Exam 70% Coursework module 30%

Why study at The Marlborough Science Academy?
Opportunities for offsite visits to Media institutions, talks from industry practitioners, well equipped facilities to enable high quality production in coursework units, skilled teaching staff with a wealth of experience of teaching Media Studies across a range of boards.

Expectations of students:
Students are expected to keep up to date with all essays and home learning in preparation for exams. Students must be prepared to work well with others and be reliable when working with peers.

Career paths:
The media industry is one of the fastest growing areas of the economy and media studies combines well with a number of other courses at universities. This is a rigorous course involving theoretical perspectives, critical analysis combined with practical production and thus demonstrates to universities essay writing and analytical skills as well as practical ones. As the course covers a wide range of media, from Film, TV, Print Media to Digital Media students gain a broad grounding and insight across the range of creative industries. For students wishing to enter the Media this is the perfect foundation to a work placement or beginning of a career in the Creative industries.

Course title: **Music**

Awarding body: Eduqas

Specification number: **TBC**

Entry requirements:
This specification builds on the knowledge, understanding and skills established at GCSE. Some learners may have already gained knowledge, understanding and skills through their study of music at AS. This specification provides a suitable foundation for the study of music or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment.

In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. This specification is not age specific and, as such, provides opportunities for learners to extend their life-long learning

Course content:
For this specification learners must choose either Option A in both Components 1 and 2 or Option B in both Components 1 and 2. All learners must study Component 3.

Component 1: Performing

Option A: Total duration of performances: 10-12 minutes
Option A: 35% of qualification

Option B: Total duration of performances: 6-8 minutes
Option B: 25% of qualification

Non-exam assessment: externally assessed by a visiting examiner

Option A: Performing (35%)
A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

Option B: Performing (25%)
A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study

Component 2: Composing

Option A: Total duration of compositions: 4-6 minutes
Option A: 25% of qualification

Option B: Total duration of compositions: 8-10 minutes
Option B: 35% of qualification

Non-exam assessment: externally assessed by WJEC

Option A: Composing (25%)
Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition.

Option B: Composing (35%)
Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition) while the third composition is a free composition.

Component 3: Appraising
Written examination: 2 hours 15 minutes (approximately)
40% of qualification

Three areas of study:
Area of study A: The Western Classical Tradition (The Development of the Symphony 1750-1900) which includes two set works. Choose one set work for detailed analysis and the other for general study.

ϒ Symphony No. 104 in D major, 'London': Haydn
ϒ Symphony No. 4 in A major, 'Italian': Mendelssohn

A choice of one area of study from:

Area of study B: Rock and Pop
Area of study C: Musical Theatre
Area of study D: Jazz

A choice of one area of study from:

Area of study E: Into the Twentieth Century including two set works:
ϒ Trio for Oboe, Bassoon and Piano, Movement II: Poulenc
ϒ Three Nocturnes, Number 1, Nuages: Debussy

Area of study F: Into the Twenty-first Century including two set works:
ϒ Asyla, Movement 3, Ecstasio: Thomas Adès
ϒ String Quartet No. 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Bridges): Sally Beamish

Questions:
1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score 4. Comparison questions This component includes a listening examination

Assessment:
Presently each year is assessed through Exam 40%. Coursework module 60%

Why study at The Marlborough Science Academy?
Opportunities for offsite visits to music institutions, talks from industry practitioners, well equipped facilities to enable high quality production in coursework units, skilled teaching staff with a wealth of experience of teaching Music across the board, and also having first-hand experience in the professional Music industry

Expectations of students:

- Engage actively in the music study process
- Develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation, and expression
- Explore how great pieces of music were put together, then apply some of these techniques when composing their own music, and performing.

Career paths:
In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions and career choices are. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.
The possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities will be looking for. It can also give you opportunities to travel, meet people and get the most out of life.
The Eduqas A-level music course helps students develop skills in performing, composing, and appraising. Students can specialize in either performing or composing.

Course title: Philosophy, Religion & Ethics

Awarding body: AQA (Religious Studies)

Specification number: 7062

Entry requirements:
5 GCSE 9 - 5 grades, preferably 5 in at least one written and analytical related subject e.g. English or History. GCSE points score 38.
"At the discretion of schools and colleges" from AQA

Course content:
Philosophy of Religion and Ethics
Philosophy of religion: Arguments for the existence of God, evil and suffering, religious experience, religious language, miracles, self and life after death.
Ethics and religion: Ethical theories, issues of human life and death, issues of animal life and death, meta ethics, free will and moral responsibility, conscience, Bentham and Kant.
Study of Religion and Dialogues
Study of Christianity
Sources of wisdom and authority, God/gods/ultimate reality, self, death and the afterlife, good conduct and key moral principles, expression of religious identity, gender and sexuality, science, secularisation and religious pluralism.
The dialogue between philosophy of religion, ethical studies and religion
How religion is influenced by, and has influence on philosophy of religion and ethical studies relating to issues studied
Assessment:
Philosophy of Religion and Ethics – 3 hours, 50% of A-Level
Study of Religion and Dialogues – 3 hours, 50% of A-Level
There is a mixture of medium length evaluation questions in both papers and longer **questions** focusing on critical analysis in the second paper.

Why Philosophy, Religion & Ethics at The Marlborough Science Academy?
Teachers at Marlborough are incredibly enthusiastic and love teaching their subject. Whilst being engaging and thought-provoking, lessons are still informative, and will help students to go on to study a range of differing subjects at university.

Expectations of students:
Students must have good analytical skills and be able to communicate well both in written work and verbally. An interest in current events and the ability to offer comparative viewpoints, as well as debate, would also be a strength.

Career paths:
Community and youth work, teaching, journalism, policing, medicine, law, social care, psychology, human resources, diversity and inclusion work.

Course title: **Photography**

Awarding body: Edexcel

Specification number: 9PY01

Entry requirements:

5 GCSE's grades 5 and above, some experience of taking photographs and preferable a 5 in Art.
A genuine interest in visual arts and other cultures. Enthusiasm. Ability to work independently and with maturity.

Course content:
5 hours per week (plus independent study 4 hours per week)
Learning how to take interesting pictures, develop film, controlled printing in the dark room, using studio equipment as well as electronic imaging. Manipulation of photographs using artistic approaches and materials. Students explore projects theme/s using the camera as their medium. Research and analysis of artists and photographers work to inform their own ideas.
A final practical exam set by the exam board.

Assessment:

60% Coursework
40% Practical Exam

Why study at The Marlborough Science Academy?

You will be supported by excellent teaching staff who have an excellent record of student achievement in the subject. Teaching skills include Darkroom practice, technical camera skills, computer aided design and practical hand manipulation skills using art techniques. We have a well-equipped darkroom as well as professional photography backdrops and lights.

Expectations of students:

You will need to keep a folder throughout the 2 years of all your thoughts and photographs you have taken. Be motivated enough to manage your own time effectively and expect to take much of your photography in your own time for use in the lessons.

Career paths:

Further your study in Photography; H.N.D, Foundation Degrees, First Degrees and Employment.

Course title: **Physics**

Awarding body: Edexcel

Specification number: 9PH0

Entry requirements:
This subject assumes an understanding of the Physics of GCSE science.
Five GCSE grades at 9 – 5 and a GCSE points score of 42 or above.
Grade 77 for GCSE Double Science or 7 grade GCSE Physics.
A minimum grade 5 in GCSE Maths is also an entry requirement.

Course content:
Many of the areas of study extend from the Physics component of the GCSE science course and include: Mechanics, Electricity, Waves, Fields, Astrophysics and Practical investigations.

Assessment:
Three written exams (90, 90 and 105mins) form the A level exam
Students' skills and technical competency when completing practical work will be assessed by teachers. This will form the basis for the award of a Practical Endorsement at A level. This is separate to the A level grade and, if awarded, will be reported as a 'Pass' on A level certificates for students who achieve it.

Why Physics at The Marlborough Science Academy?
"There is a reason for everything" and that reason is usually Physics. Physics at Marlborough is delivered by Physics A Level specialist, with a wealth of experience. We are a well-resourced Science Faculty with a passionate staff who strive to make Physics come alive!

Expectations of students:
Minimum Mathematics skills include the ability to rearrange formulae and to plot and interpret line graphs. The study of AS Mathematics is preferable but by no means essential.
Investigative skills are important, as are problem-solving skills. This will include the interpretation and manipulation of data. You will need to be able to think logically. You should be able to work independently as well as part of a team.

Career paths:
The problem-solving nature of Physics and the application of theory makes this course, an extremely useful foundation for further study and careers in the following areas: Aeronautics, Architecture, Electrical Engineering, Computer Science, Mechanical Engineering, Medicine, Forensic Science and many others.

Course title: **Politics**

Awarding body: AQA

Specification number: **7152**

Entry requirements:
5 GCSE 9 - 5 grades, preferably 5 in at least one written and analytical related subject e.g. English or History. GCSE points score 38.

Course content:

Government and Politics of the United Kingdom
The nature and sources of the British Constitution, The structure and role of Parliament
The Prime Minister and cabinet, The judiciary, Devolution, Elections and referendums, Political Parties, Pressure groups, The European Union
Government and Politics of the United States
The constitutional framework of US government, The legislative branch of government: Congress, The executive branch of government: President, The judicial branch of government, The electoral process and direct democracy, Political parties, Pressure groups, Civil rights
Political Ideas
The nature of political thought and ideas, a global look at Liberalism, Conservatism, Socialism and Nationalism

Assessment:
Government and Politics of the UK 2 hours, Government and Politics of the USA 2 hours, Political Ideas 2 hours. There is a mixture of medium length 'explain' questions and longer essay style questions in each paper.

Why at Politics at The Marlborough Science Academy?
Teachers at Marlborough have a long history of helping students get excellent results. Every year students go on to study politics at university. The lessons are extremely interactive and will help students develop their own critical thinking skills as well as preparing them for a rapidly changing world of work.

Expectations of students:
Good written and oral communication skills, the ability to analyse and interpret articles and some statistical data, some debating skills and power of argument, an interest in the news and current affairs would also be useful.

Career paths:
Law and legal affairs. Politics and civil service careers at a local and national level.
Journalism and news related work. Management and problem solving.

Course title: **Psychology**

Awarding body: AQA

Specification number: AS 7181 A2 7182

Entry requirements:
GCSE points score 40. At least a grade 5 in Maths, English and Science.

Course content:

Psychology will appeal to a cross-section of students, regardless of whether they have studied the subject before. It builds on skills developed in the sciences and humanities which enables progression into a wide range of other subjects.

Students are then able to develop their understanding through a number of applications including Criminology, Relationships, Aggression and Addiction in Psychology. Students will also conduct a number of practical investigations and develop an understanding of how science works. These qualifications are linear. Linear means that students will sit all the AS exams at the end of their AS course and all the A-level exams at the end of their A-level course.

Assessment:

Year 1
Paper 1: Introductory Topics in Psychology is worth 50% of the overall AS grade.
Paper 2: Psychology in Context is worth 50% of the overall AS grade.
Year 2
For the full A Level course you will need to take all three papers together in the same exam series to achieve this qualification.
Paper 1: Introductory Topics in Psychology is worth 33.3% of the full A Level grade.
Paper 2: Psychology in Context is worth 33.3% of the full A Level grade.
Paper 3: Issues and Options in Psychology is worth 33.3% of the full A Level grade.

Students learning with us will study the following three options:
Relationships, Gender, Cognition and Development.
Schizophrenia, eating behaviour and stress.
Addiction, Forensic Psychology and aggression.

Why study at The Marlborough Science Academy?

AQA Psychology at Marlborough is full of explanations, helpful tips, exercises and assessments to help you achieve the best possible grade in your examination. You will be guided carefully through the syllabus in stages so that you will see your skills and knowledge improving week by week.

Expectations of students:

Positive attitude to learning

- Interested in people and how they work
- Good critical thinking skills
- Good investigation skills
- Ability to remember theories and studies

Career paths:
Teacher, Marketing, advertising, Health professional, Sports Psychology, Educational Psychologist, Criminal Psychologist, Therapist, The Police, Business. Any job where you work with people

Course title: **Sociology**

Awarding body: AQA

Specification number: AS 7191 A2 7192

Entry requirements:
GCSE points score 40. A grade 5 or above in English is essential.

Sociology is a fascinating subject with its many interesting theories and topics it will appeal to anyone interested in understanding the world they live in. Sociology allows you to challenge and critically examine and explain the social world around you whilst considering alternative points of view.

Course content:

Students are then able to develop their understanding of social structures, processes and issues through a number of skills including critical thinking and evidence-based arguments in its application to examined units.
They include:

- Families and Households
- Education
- Crime, Deviance and Social Control Theory
- Beliefs in Society

A thorough understanding of Sociological Research Methods is also established in the first year and developed further in the second year.

Assessment:

All 3 exams are taken at the end of Year 2. Each paper is worth 33.3% of the final grade.

Paper 1: Education with Theory and Methods is worth 33.3% of the full A Level grade.
Paper 2: Families and Households and Beliefs in Society is worth 33.3% of the full A Level grade.
Paper 3: Crime and Deviance with Theory and Methods is worth 33.3% of the full A Level grade.

Why study at The Marlborough Science Academy?

AQA Sociology at Marlborough is full of thought-provoking questions, arguments, explanations, and evidence-based studies with helpful tips, exercises and assessments to help you achieve the best possible grade in your examination. A range of teaching and learning styles are embedded throughout the course. You will be guided carefully through the syllabus in stages so that you will see your skills and knowledge improving week by week. Written feedback and diagnostic target setting will help you achieve aspirational outcomes.

Expectations of students:

- Interested in people and how they behave in social groups
- Good critical thinking skills
- Good investigation skills
- Ability to remember theories and studies
- Positive attitude to learning

Career paths:

- Politics, Social Policy
- Charitable organisations
- Media and Film industry
- Digital Marketing
- Advertising
- Journalism
- Law
- Criminal Justice System (Criminology)
- Teaching, Education and Early Years
- Social welfare
- Health care professionals
- Civil Service
- Business

Any job where you work with people

Course title: **Spanish**

Awarding body: AQA

Specification number: **AS 7691 A2 7692**

Entry requirements:
Five GCSE grades at 9 – 6 at GCSE Spanish students should have a thorough understanding of the grammar of the language.

Course content:
At AS level, students will have the opportunity to extend their skills in listening, speaking, reading and writing through the study of materials related to contemporary Spanish and South American countries. Topics included are the family, leisure, education, the media, the environment, immigration and multiculturalism.
At A2 level, students continue to develop their competence in language and explore further social, cultural and political issues. In addition, a literary text or topic may be studied.

Assessment:

Year 1
Aspects of Hispanic society
Artistic culture in the Hispanic world
Grammar

Year 2
Aspects of Hispanic society
Artistic culture in the Hispanic world
Multiculturalism in Hispanic society
Aspects of political life in Hispanic society
Grammar

Why study at The Marlborough Science Academy?
Fully qualified and experienced teaching staff. Study trips abroad and student conferences in London.

Expectations of students:
Students should have an interest in one of the Spanish speaking countries and/or be informed about its history, culture and current events.
Students should preferably have also made a visit to the country concerned.
Students must attend conversation lessons with the assistant, as well as have the self-discipline to learn vocabulary and master Spanish grammar.

Career paths:
Spanish has long been recognised as providing a sound background to academic studies. Understanding and using Spanish is a desirable skill in many areas of work. Spanish is in demand in banking, insurance, marketing, science and technology, journalism, tourism, law, education and engineering.

The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements for many courses.
Due to the content of the course career pathways are linked to the travel and tourism industry. This industry is one of the fastest and growing industries in the UK. The value of tourism to the UK economy is approximately £126 billion, and the sector employs around 3.1 million people.

ADDITIONAL COURSE PROVISION

Alban Learning Partners

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

Economics
Music

We invite students to indicate on their options form if they would like to study a subject at a consortium school and will again make contact when we have more information about availability of these courses.
More information about the Alban Learning Partners and the courses available at each school can be found at www.albanlearningpartners.com

Enrichment Qualifications

Extended Project Qualification (EPQ)

The Extended Project Qualification (EPQ) is a stand-alone qualification that help students develop broader study and research skills, offering a route into further and higher education and employment. It is flexible and can be easily integrated to enrich your curriculum. The EPQ is a student-driven qualification, giving them the freedom and responsibility to select topics and projects they are interested in. When completing a project qualification, students follow a clearly structured process: they plan, research their topic, and create a product. The product of their project can be in one of three formats:

- a research-based written report
- a production log, supported by a written report (e.g. science project, social issue, sporting news etc.)
- an artifact, supported by a written report (e.g. a piece of art, a computer game, a realised design).

This work is all recorded in their Production Log and finally, students deliver a presentation reflecting their progress. During the process, they develop as independent, reflective learners and acquire knowledge and transferable skills that are invaluable for further study and the workplace. Students are assessed on the product of their project and on the process itself.